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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the Virginia State Department of Education, onsite visitations by Title I staff, and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Illustrations and Parts A and B may reproduce poorly.) (EA)

ED054541

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FEDERAL PROGRAMS OFFICE

STATE DEPARTMENT OF EDUCATION

RICHMOND, VIRGINIA 23216

STATE OF VIRGINIA

ANNUAL EVALUATION REPORT, TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

FISCAL YEAR 1970

Submitted December 1970

The Annual Evaluation Report, Title I, ESEA, Fiscal Year 1970 for the Commonwealth of Virginia is composed of five parts:

1. Consolidated Program Information Reports submitted by fifty-nine(59) Local Educational Agencies in November and December 1970.

2. Detailed reports from fourteen(14) Local Educational Agencies, in response to the Survey Instrument used in the Elementary School Survey. (Submitted in May - June 1970)

3. "Title I In Action" Evaluation Summary Data. To be prepared in February 1971 pending analysis of statistical data.

4. Three copies of evaluation reports submitted by four (4) Local Educational Agencies. Submitted with this report.

5. Answers to nine (9) ESEA Evaluation Questions contained herein.

EA 003 726

STATE ANNUAL TITLE I EVALUATION REPORT

FOR

FISCAL YEAR ENDING JUNE 30, 1970

The nine questions listed in OE Form 4320 have been answered below as directly as possible and numbered in the same order and sequence as they appear on the form.

1. Basic State Statistics

A.	Number of operating LEA's in the State	138
B.	Number of LEA's participating in Title I	136
	(1) During the regular school term only	13
	(2) During the summer term only	2
	(3) During both regular school term and summer term	121
C.	Number of Title I Programs	245

This represents the number of projects conducted during the regular and summer sessions. Most LEA's had two projects, one during the regular session, and one during the summer session

D. Unduplicated number of students participating will be submitted at a later date when all statistical data are analyzed. The number should vary little from last year. See Appendix B, "Title I in Action Page 2"

2. Visits Of Staff Members To LEA's

A major factor contributing to the success of the Title I Program in Virginia has been the close relationship and rapport established between the Local Educational Agencies personnel and those of the State Educational Agency. Much of the credit for this can be attributed to the visitation program in operation, and the fact that the state office has continually developed the image of being a helping rather than a supervisory or dictatorial agency.

The State is divided into four regions for supervisory purposes. An Assistant Supervisor of Title I has been assigned to each region. His office and his residence are located in his assigned region. This organization has improved

communications and provided easy to obtain state assistance without contacting the central state office.

Each regional supervisor prepares a monthly itinerary for visiting LEA's in his region. He reports the results of his visits to the State Director of Title I. He is also required to submit a detailed travel report to the state office. These reports are analyzed to determine the purpose and extent of visits to Local Educational Agencies.

In addition to the visits made by Regional Supervisors, the State Director and Assistant Supervisor for Evaluation have made many visits to local agencies to assist with problems and to establish a "feel" of the program at the lowest levels. The average Title I Program in Virginia was visited 4.6 times during the past year by SEA Title I staff members. The number of visits to each specific program is indicated in Appendix A.

The number of visits made to a LEA depends upon the need. Some LEA's have been visited many more times than others. If they have unusual or special problems, they are visited to help solve these problems. New projects are visited more frequently than continued projects.

Beyond the assistance provided by the SEA Title I staff, each LEA has been encouraged to utilize the supervisors and specialists from all divisions of the State Department of Education to help them plan and operate their Title I projects. Over two hundred visits have been made to the LEA's by these specialists. They have assisted in many technical areas and helped to identify the Title I Program with the total state educational effort.

The purposes of visits and proportion of visits by types, are as follows:

	Estimated Proportion of Visits
Program Planning	
Determine the need for and desirability of program, number and location of target schools, types of activities and general information about program.....	20%
Effect: Program planning assistance has been emphasized this year. Significant results have been attained in more accurate selection of target schools, and more attention being given to identifying valid needs of the disadvantaged child.	
Program Development	
Assisting the Local Coordinator in the preparation of his project application, including equipment list, budgeting, objectives, etc.....	20%
Effect: Visits by staff members have assisted in establishing programs based on the most serious needs of the student. Improvement has been made in establishing behavioral and measurable objectives, which makes evaluation of the program more meaningful.	
Program Operation	
Visiting projects while in operation to observe its success, to assist in improving weaknesses and to provide guidance as to complying with the intent of the program.....	40%
Effect: It is believed that visits during the operation of the program have done more to improve the quality of programs and assure compliance with Title I guidelines than any other factor. Visits during the progress of the program not only provides guidance in making changes resulting from unforeseen circumstances, but, also contributes to sound planning of future programs.	

Evaluation

Visits to assure that adequate evaluation criteria have been established and appropriate measuring devices are being used during the operation of the project, and to assist in the preparation of the evaluation report..... 20%

Effect: Visits concerning evaluation have resulted in establishing better objectives, and a greater consciousness as to "what we are trying to accomplish, and how well we are succeeding". All phases of the Title I program are improved by assistance in evaluation.

In addition to visits made to local projects by the state staff members, all LEA Coordinators for Title I projects are contacted directly at least twice a year by the State Director, Evaluator, and Regional Supervisor, at regional meetings. It is also significant that representatives of LEA's have visited the State Office an estimated average of 4 times during the year. LEA's and the SEA have averaged about 20 telephone conversations a year regarding all phases of the Title I Program.

3. Changes In Procedure During Last Three Years And Effects Of These Changes

A. Among the changes which have improved the quality of Title I projects are:

(1) Greater emphasis on the quality of program planning.

Title I administrators and teachers must determine in detail what the educational needs of the eligible children are. They must establish objectives, determine the best course of action, and evaluate the success or failure of the course of action taken. Prior to Title I programs, and in the initial stages of Title I, this type of organized approach was weak, unenthusiastically developed and generally ineffective. During the last three years a much better understanding of planning has developed and the fruits of direction and analysis have been observed, resulting in considerable improvement in the effectiveness of Title I Programs. The

detailed planning required in Title I Programs has not only affected Title I eligible children, but in many cases has affected the whole school system. The requirement that each Title I project plan establish an evaluation procedure, and that each activity be evaluated, has resulted in new emphasis throughout the entire program.

(2) Increased emphasis on selection of target schools.

The racial integration of all school systems in the state has resulted in many former target schools not qualifying and other schools now qualifying as target schools. Many adjustments were necessary including new surveys to determine the most economically deprived school areas. Close supervision by Title I supervisors in the selection of target schools has resulted in fewer schools qualifying and substantially better justification for those selected as target schools.

(3) Greater emphasis upon parent and community participation.

Guidelines have been established as to the formation of advisory committees. Discussion of advisory committees and community involvement has been conducted at regional meetings throughout the state. The State Title I Office requires a report from each LEA of progress in these areas. As a result of the emphasis, substantially all of the LEA's have made progress in the areas of advisory committees, parent participation and community involvement.

(4) The rapport which exists between the State Department of Education and the LEA's has caused the quality of the Title I Program to be improved. The readiness of regional supervisors and other personnel of the State Office to assist in project planning, operation and evaluation problems, and a school level visitation program has caused local programs to improve in uniformity of objectives and to more directly address the educational

problems envisioned in the Elementary and Secondary Education Act.

B. The participation of non-public school children:

Non-public school officials have been contacted by letter and by visits from regional supervisors and local coordinators in an attempt to enlist greater participation. Though there has been a small increase in the number of non-public school children attending Title I classes, many are not reached. Only approximately 10% of the non-public schools in Title I eligible divisions participated in the Title I Program. Several reasons exist for minor participation. Many of the non-public schools in Virginia do not qualify for participation because of failure to comply with Civil Rights requirements. State regulations preclude the support of sectarian schools from public funds and many private schools simply prefer to operate according to their own plans.

C. Modification of projects in light of evaluation:

Evaluation appears to have exerted considerable influence on the modification and planning of projects. In several LEA's a completely new direction has been taken as a result of thoughtful evaluation of previous programs. The introduction of many projects involving training of children during the summer for entry into school in the fall is a direct result of the universal success of such programs as determined by evaluation. The quality of local evaluation is such that many programs are being modified or changed. Evaluation at the state level has also resulted in changes of emphasis. For Example: Training in the lower elementary grades proved to be more successful than that in higher grades. This resulted in a definite increase in the percent of instruction given in the lower elementary grades. The development of a system involving planned evaluation, thorough analysis and the proper use of evaluation data, has been a point of emphasis throughout the program, and it is believed to be one of the

greatest contributors to improving Title I projects. This is supported by the fact that last year 128 activities, originally Title I, in 38 percent of the LEA's have proved to be so successful that they have been implemented division wide and financed totally with state and local funds, Title I funds being diverted to other needed activities in target schools.

4. Effect Upon Educational Achievement:

A. The educationally deprived child enrolled in Title I instruction has improved his educational position relative to others in his grade. His rate of learning has been accelerated. This conclusion is reached as a result of extensive use of standardized tests and an analysis of all data submitted to the state office by local educational agencies. About 90% of all Local Educational Agencies use standardized tests to pre and post test pupils enrolled in Title I classes. The same pupils take the pre and post tests. Pre-tests are usually given in September and post tests in April or May. The LEA's decide which achievement test will be used.

The results of standardized tests used during the regular session and the 1970 summer session will be analyzed during January, and will be submitted with other statistical data; however, results of previous years testing is contained on Pages 9 and 10, of Appendix B "Title I In Action".

These data reflect the test results of approximately 8,000 Title I pupils (grades 2-12) taking the California Reading and Stanford Achievement Test. All comparisons are with national norms since the state testing program does not provide comparable data.

Much subjective data are available to support the success of the program both in the cognitive and affective domain.

B. Common characteristics of effective projects:

(1) Personnel -- The most successful projects usually have a local coordinator who is highly regarded by his superintendent and school board. He has initiative and experience and the respect of his subordinates. Teachers and teacher aides have the greatest effect upon the educational attainment of children. Successful projects have teachers who are well trained, concerned and interested in each child. Academic degree does not accurately measure the success of the teacher.

(2) Training -- The successful projects are conducted by LEA's which provide In-Service Training for teachers and teacher aides. This training is directed toward the techniques of teaching the underachiever.

(3) Planning -- Most successful projects have been planned in detail as to objectives, procedures, equipment and supplies required, and evaluation. Those LEA's which have analyzed and evaluated previous programs and used this information to develop subsequent programs usually have sounder programs than others.

(4) Activities -- Activities which have consistently shown substantial success are Pre School Orientation, Remedial Reading, Cultural Enrichment, Vocational Training, and Physical Education.

C. Relation of effectiveness to cost:

Little evidence has been obtained to show that there is a substantial correlation between cost and effectiveness of Title I projects. Many of our most successful projects are found in communities where the cost per pupil is below the average for the state. Relatively low cost programs in rural or semi-rural communities have generally been successful.

5. The Effect Of Title I On Administrative Structure And Educational Practices

The effects of the Title I program have been discussed to some extent in Paragraph 3 above. The following additional effects have been observed:

A. State Educational Agency

(1) Administrative Structure -- Little change has been made in the basic administrative structure of the State Educational Agency since the Title I program was initiated. The assignment of regional supervisors, who visit LEA projects on a planned basis according to need, rather than on a request basis, has developed a high degree of confidence on the part of LEA's. Assistance given during visits by these supervisors has played a major role in the success of the program.

(2) Educational Practices -- A much greater use of instructional aids throughout the state has occurred as a result of Title I. Even more important, is the amount of training given teachers in the use of these aids. The Title I program may be considered the pioneer in the use of teacher aides in the state. The success of the teacher aide program has caused the number of teacher aides in the state to increase from hundreds to thousands during the last few years. The Division of Teacher Education has become involved in the teacher aide program state wide and published guidelines, Appendix C.

Other educational practices which have been affected on a state wide basis by the Title I Program are: Reduction in the number of children per teacher, reduction in the number of dropouts, intensified work with potential dropouts and much more thought and effort directed toward the self image of the child as a factor in learning.

B. Local Educational Agencies

The administrative and educational practices, which have resulted from the Title I Program, have produced a considerable impact upon Local Educational Agencies. Many LEA's have increased their supervisory personnel. They have broadened their curricula, including such training as art, pre-school training, and cultural enrichment. Speech therapist, health nurses, and other specialized personnel have been added to the educational systems. These personnel and special classes introduced in many LEA's by Title I to improve the chances of the educationally disadvantaged child, have in many cases "sold" themselves and are now spreading throughout the State. As stated in Paragraph 3,C thirty-eight percent of the LEA's have adopted division wide activities originally started by Title I. The type of compensatory training provided by Title I, once established in a school system, is most difficult to remove. The community demands this training after seeing the results obtained. The effect of Title I is expressed in one LEA report. "The general educational climate in this division has changed with the success of Title I activities during the past five years".

Administratively and educationally LEA's are more concerned with all factors affecting the learning process of children. If the Title I student is hungry, inadequately clothed, his teeth or other health problems interfere with his learning, action is taken to correct them.

Many of these services are now being provided locally as a result of interest and concern developed in the Title I Program. Parent and community involvement has been stimulated as a result of Title I emphasis.

6. Additional Efforts To Help The Disadvantaged

A. The State has not provided special funds for the education of the educationally deprived. State funds are allocated to each division for general education, without relationship to the economic or social backgrounds of the students involved. At the local level many school boards have augmented Title I programs using local funds and funds made available to them by the State for general education use. The state school lunch program and the program for the physically and mentally handicapped are perhaps the most closely related. The state provides approximately seven million dollars annually for the physically and mentally handicapped program; however, this program is not directed specifically towards the educationally deprived.

B. Coordination with other federally funded programs.

Many cases exist where Title I programs have been coordinated with or supplemented other federal programs.

(1) The Community Action Program (OEO)

Approximately 50% of all LEA's conducting Title I programs during the regular session, reported that Community Action Programs were conducted in their areas.

LEA's in areas where Community Action Programs operated coordinated and reinforced each other in the following manner.

ACTION

Project was discussed with CA Agency

Complement rather than duplicate anti-poverty programs

Cooperated in improving health of children

Cooperated in improving attendance

Cooperated in home visitation

Mutually exchanged information

Cooperated in in-service training

Cooperated in providing food

(2) Department of Agriculture Food Program -- Nearly all LEA's cooperate with the U. S. Department of Agriculture in providing food for the disadvantaged.

(3) Neighborhood Youth Corps -- Most of the LEA's in Southwestern Virginia reported that the NYC assisted the Title I Program, by providing teacher aides, library assistants, and other personnel.

(4) Job Corps -- Several LEA's reported cooperation with the Job Corps. Cooperation was largely in the area of dropouts.

(5) Welfare Administration Program -- LEA's reported assistance and cooperation with Welfare Agencies in providing essentials for school attendance, and information regarding student background and out-of-school problems.

(6) Other Federal Programs in which cooperation and assistance were obtained include the NDEA III and VA Social Security Offices and Medical Aid Programs.

(7) Title I, Title II, Title III and Title VI programs were mutually supporting in many LEA's

7. Success Of Title I In Bringing Compensatory Education To Children Enrolled In Non-public Schools

The efforts involved in encouraging participation by non-public school children and apparent reasons for failure to reach a substantial number have been presented in Paragraph 3B.

The Title I Program in Virginia has influenced the educationally deprived children in non-public schools only in a minor way. Since state policy precludes the payment of teachers in non-public schools from state funds, students from non-public schools have benefited primarily through participation in Title I Summer Programs. Arlington County, Pittsylvania County, Roanoke County and Norfolk City have perhaps been the most successful in working with non-public school children. The most frequent patterns of non-public school participation involves summer programs conducted at public schools when the private schools are not in session, and transporting non public school children to special Title I classes at public schools. Non-public school children appear to have benefited most from classes in remedial reading, cultural enrichment and recreational programs. Guidance services, instructional aids and in-service assistance have made contributions to non-public schools in some cases.

8. Teacher - Teacher Aide Training Program

The in-service training program for teachers and teacher-aides involved in Title I projects has been emphasized in Virginia each year. Last year approximately $366,669 was expended for this purpose. Though the final amounts are not yet available, it appears that approximately the same amount will be expended this year.

Complete data are not yet available as to the total number of participants and number of LEA's involved, however, it is believed that the numbers will

not very greatly from that of fiscal year 1969. Refer to Page 16 and 18 Appendix B. Approximately 72 consultants from state and out-of-state universities and State Departments of Education assisted LEA's in their in-service training programs.

It has been the policy in Virginia to combine training of teachers and teacher aides since the initial programs began. It is believed that much is to be gained from this approach. As a result of observations of supervisors and personnel observations, it is believed that at least 75% of all teachers and teacher aides participated in in-service training during the current year.

The in-service training program in Virginia is typified by the Roanoke County Program. Prior to the beginning of Title I classes a three-day combined workshop was conducted for all teachers and teacher aides. Teacher aides were enrolled in a special 48 hour course conducted by the University of Virginia. These classes were usually held at night throughout the term, and academic credit was given those attending. In special cases, such as the introduction of a new method of teaching mathematics, the teachers and teacher aides were given special training by members of a college faculty or other qualified educators to prepare them for their responsibilities. In addition, experts in the area of teacher - teacher aide relationships were called in for special classes two or three times a year. In this situation, teachers and teacher aides receive about 60 hours of in-service training. This training is directed specifically toward teaching disadvantaged classes and developing cooperation between teachers and teacher aides in accomplishing their mission.

9. Community And Parent Involvement In Title I Programs

Narrative reports of LEA's indicate that considerable progress has been

made in community and parent interest and participation. Parents naturally take a greater interest in their schools when they realize that more attention and concern is being given to their disadvantaged children and they are making progress, where previously they had experienced little but failure. This generalization is confirmed by many letters and statements by parents and educators in annual evaluation reports.

To determine the attitude of parents toward the training provided by Title I, each LEA was asked to indicate this attitude. The results are shown below:

ATTITUDE OF PARENTS TOWARD TITLE I TRAINING

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Percent of those reporting	1	2	31	37	29

The number of parents and others from the community who volunteered their services to help in the Title I Program is also significant. As was reported last year it appears that the number of volunteers amounted to nearly 50% of the number of teachers involved.

Parents and other volunteers help in many ways, including:

Helping to arrange and handle educational trips and visits

Assisting in physical education programs

Assisting with physical examinations

Serving as teacher aides

Helping with recreational activities

Helping with special programs

Attending workshops to train them to supplement the efforts of teachers in working with their disadvantaged children

Serving as library assistants, etc.

Assisting in evaluation of the program

It is interesting to note that several LEA's included parents on evaluation teams to help evaluate their Title I Programs.

One of the more interesting and progressive programs in developing parental and community involvement was accomplished in the City of Petersburg. This program was truly innovative and the results have been rewarding. A more detailed description of "The Family Forum" may be found in the Petersburg Evaluation Report (submitted with this report). During the past year an attempt has been made to involve the parents in the development and operation of the Title I program in each LEA. Local advisory committees have been formed in a large percentage of the LEA's for this purpose. These committees are composed of parents, interested members of the community and educators. Meetings of these committees are held periodically for the purpose of discussing the total Title I program and finding solutions to problems involved. These committees are helping to develop better community oriented programs and to spread the influence of Title I within the communities concerned.

Appendix D is a copy of the evaluation format used to assemble data from the LEA's for use at state level.

A

STATE EDUCATIONAL AGENCY ASSISTANCE TO LOCAL AGENCIES
No. Visits By SEA Representative to LEAs

ACCOMACK	10	LOUISA	13	DANVILLE	7
ALBEMARLE	5	LUNENBURG	3	FAIRFAX	See County
ALLEGHANY	1	MADISON	8	FALLS CHURCH	2
AMELIA	9	MATHEWS	2	FRANKLIN	3
AMHERST	4	MECKLENBURG	3	FREDERICKSBURG	7
APPOMATTOX	5	MIDDLESEX	1	GALAX	3
ARLINGTON	5	MONTGOMERY	5	HAMPTON	1
AUGUSTA	3	NANSEMOND	1	HARRISONBURG	7
BATH	1	NELSON	5	HOPEWELL	8 visits to State Dept.
BEDFORD	7	NEW KENT	2	LYNCHBURG	3
BLAND	4	NORTHAMPTON	3	LEXINGTON	6
BOTETOURT	4	NORTHUMBERLAND	4	MARTINSVILLE	3
BRUNSWICK	4 visits to State Dept.	NOTTOWAY	2	NEWPORT NEWS	2
BUCHANAN	8	ORANGE	7	NORFOLK	2
BUCKINGHAM	6	PAGE	3	NORTON	3
CAMPBELL	6	PATRICK	1	PETERSBURG	14
CAROLINE	10	PITTSYLVANIA	2	PORTSMOUTH	1
CARROLL	5	POWHATAN	4	RADFORD	11
CHARLES CITY	3	PRINCE EDWARD	4	RICHMOND	1
CHARLOTTE	7	PRINCE GEORGE	1	ROANOKE	15
CHESTERFIELD	1	PRINCE WILLIAM	9	SOUTH BOSTON	w/Halifax
CLARKE	6	PULASKI	8	STAUNTON	1
CRAIG	3	RAPPAHANNOCK	1	SUFFOLK	3
CULPEPER	14	RICHMOND	3	VIRGINIA BEACH	12
CUMBERLAND	3	ROANOKE	13	WAYNESBORO	1
DICKENSON	5	ROCKBRIDGE	4	WILLIAMSBURG	5
DINWIDDIE	1	ROCKINGHAM	2	WINCHESTER	2
ESSEX	1	RUSSELL	5		
FAIRFAX	6	SCOTT	3		
FAUQUIER	2	SHENANDOAH	3		
FLOYD	11	SMYTH	7	ABINGDON	6
FLUVANNA	7	SOUTHAMPTON	3	CAPE CHARLES	w/Northampton
FRANKLIN	3	SPOTSYLVANIA	7	COLONIAL BEACH	w/Westmoreland
FREDERICK	1	STAFFORD	2	FRIES	1
GILES	2	SURRY	1	POQUOSON	w/York
GLOUCESTER	1	SUSSEX	1	SALTVILLE	1
GOOCHLAND	2	TAZEWELL	8	WEST POINT	1
GRAYSON	6	WARREN	3		
GREENE	5	WASHINGTON	7		
GREENSVILLE	3	WESTMORELAND	5		
HALIFAX	2	WISE	7		
HANOVER	9	WYTHE	13		
HENRICO	3	YORK	3		
HENRY	1				
HIGHLAND	1				
ISLE OF WIGHT	1	ALEXANDRIA	2		
JAMES CITY	w/Williamsburg	BRISTOL	17		
KING GEORGE	6	BUENA VISTA	2		
KING AND QUEEN	3	CHARLOTTESVILLE	9		
KING WILLIAM	3	CHESAPEAKE	6		
LANCASTER	3	CLIFTON FORGE	1		
LEE	1	COLONIAL HEIGHTS	2		
LOUDOUN	2	COVINGTON	4		

TOTAL VISITS 610

B

TITLE I
in Action

EVALUATION SUMMARY DATA

1968-69
REGULAR SESSION
1969
SUMMER SESSION

VIRGINIA

Federal Programs Office
State Department of Education
Richmond, Virginia 23216

TITLE I

in-Action

EVALUATION SUMMARY DATA

1968-69

REGULAR SESSION

1969

SUMMER SESSION

VIRGINIA

NOTE:

The basic data for this summary were obtained from the Annual Statistical and Evaluation Reports of Title I Programs conducted in 131 Local Educational Agencies (LEA's) in Virginia. Evaluation Reports submitted by the fourteen LEA's included in the National Assessment Survey were not included in this report.

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INTRODUCTION

Fiscal year 1969 was the fourth year in which federal funds were provided to meet the special needs of educationally disadvantaged children in Virginia. These funds provided by Title I of the Elementary and Secondary Education Act were shared by 131 school divisions in the State.

In addition to the regular Title I programs, amendments to the Act provided special funds for the education of the children of migrant agricultural workers, children residing in State-operated or supported schools for the handicapped, and children in institutions for the neglected and delinquent.

Much attention has been given to evaluation of Title I projects at the local level. An evaluation plan is submitted with the project application and evaluation continues throughout the project periods. The primary purpose of evaluation is to determine how successfully the objectives established at the beginning of the project have been accomplished, and which methods have been most effective in attaining these objectives. Evaluation data are used to plan future programs and to determine direction of instruction.

The school divisions use many different measures to determine the effectiveness of the programs in meeting the special needs of the children. Standardized tests, questionnaires, teacher check lists, pupil surveys, attendance records, teacher-made tests, case histories, and anecdotal records are the most frequently used devices. Evaluation is not only concerned with the attainment of specific skills and knowledge, but it is also very much involved in assessing attitudes, motivations, interests, adjustments, and anxieties.

A majority of the students enrolled in Title I classes are given standardized tests before and upon completion of their instruction. These Statewide results provide "hard data" on the achievement of Title I students as compared with national norms. Subjective evaluation is attained from many sources, but primarily from the teachers and supervisors who work with the students daily. They are the best qualified persons to detect changes on a day-to-day basis.

General Analysis of Title I

The evaluation summary data which follow, are generally self-explanatory. They set forth the extent of the program in Virginia, the educational and service activities provided, the success of the program, and many factors which have contributed to a better chance for the educationally disadvantaged. The following general observations on the results of the Title I program are based on reports from the participating school divisions.

1. Title I reached fewer children and provided more concentrated instruction than in the previous year. Enrollment decreased approximately 9.5% and the cost per child remained about the same. Approximately 12% of the school enrollment in Virginia is enrolled in Title I classes. (Reference Page 2)

2. The percentage of funds spent for instruction has increased substantially and that spent for equipment has been reduced to 2.4% (Reference Page 3)

3. Increased emphasis is being directed to the lower grades. Previous evaluations pointed out that greater results are obtained at the 1-3 grade level. (Reference Page 4)

4. The Title I Program serves approximately an equal number of white and Negro children, (Reference Page 3)

5. The largest number of children were enrolled in remedial reading or other reading classes; however, art, music, and cultural enrichment were very popular. (Reference Page 5)

6. The most popular service activities provided by Title I were food, health, and transportation. Narrative reports were very favorable regarding attendance, and teacher aide services. (Reference Page 5)

7. The use of teacher aides has played a major role in the Title I Program. Nearly 4,000 teacher aides have been employed in regular and summer programs. (Reference Page 7)

8. In-service training of teachers to prepare them to teach the educationally disadvantaged has influenced the work of many teachers in the educational system in Virginia. (Reference Page 17)

9. The educational attainment of children enrolled in Title I classes has been accelerated. Results of standardized test scores indicate that Title I pupils are not only holding their own, as compared with the national norms, but are improving their position. These students normally drop farther behind their peers each year they are in school. (Reference Pages 8-11)

10. Title I has helped to lower the dropout rate of high school students. (Reference Page 12)

11. A relatively small number of private school students are receiving Title I instruction. Many private schools are not interested. (Reference Page 15)

12. Title I classes have a lower pupil-teacher ratio than other classes. (Reference Page 12)

13. The educational qualifications of teacher aides have improved. (Reference Page 13)

14. The Title I Program for children of migrant workers has been rewarding to both pupil and teacher. Emphasis has been placed upon training teachers and aides to work with this unusual group.

15. Title I has assisted over 5,500 handicapped children in public schools and institutions. (Reference Pages 5 & 19)

16. Over 1,000 delinquent children in institutions have been given special instruction to improve their skills and social attitudes necessary for good citizenship.

THE EXTENT OF THE TITLE I PROGRAM IN VIRGINIA FISCAL 1969 AS COMPARED WITH 1968

	1969	1968
PROJECTS APPROVED	228	196
PROJECTS COMPLETED	228	196
NUMBER LEA'S PARTICIPATING	131	124
DURING REGULAR TERM ONLY	18	
DURING SUMMER TERM ONLY	9	
DURING BOTH REGULAR & SUMMER TERM	104	
NUMBER PUPILS PARTICIPATING IN		
REGULAR SESSION	140,034	136,573
SUMMER SESSION	56,404	80,315
UNDUPLICATED COUNT OF PUPILS PARTICIPATING	148,310	163,878
COST PER PUPIL	$170.96	$170.18
TOTAL FUNDS SPENT IN VIRGINIA AT LEA LEVEL	*25,355,773	27,888,969

*From Fiscal Records as of November 1, 1969 for C Projects Low-Income Groups.

*EXPENDITURES OF TITLE I FUNDS

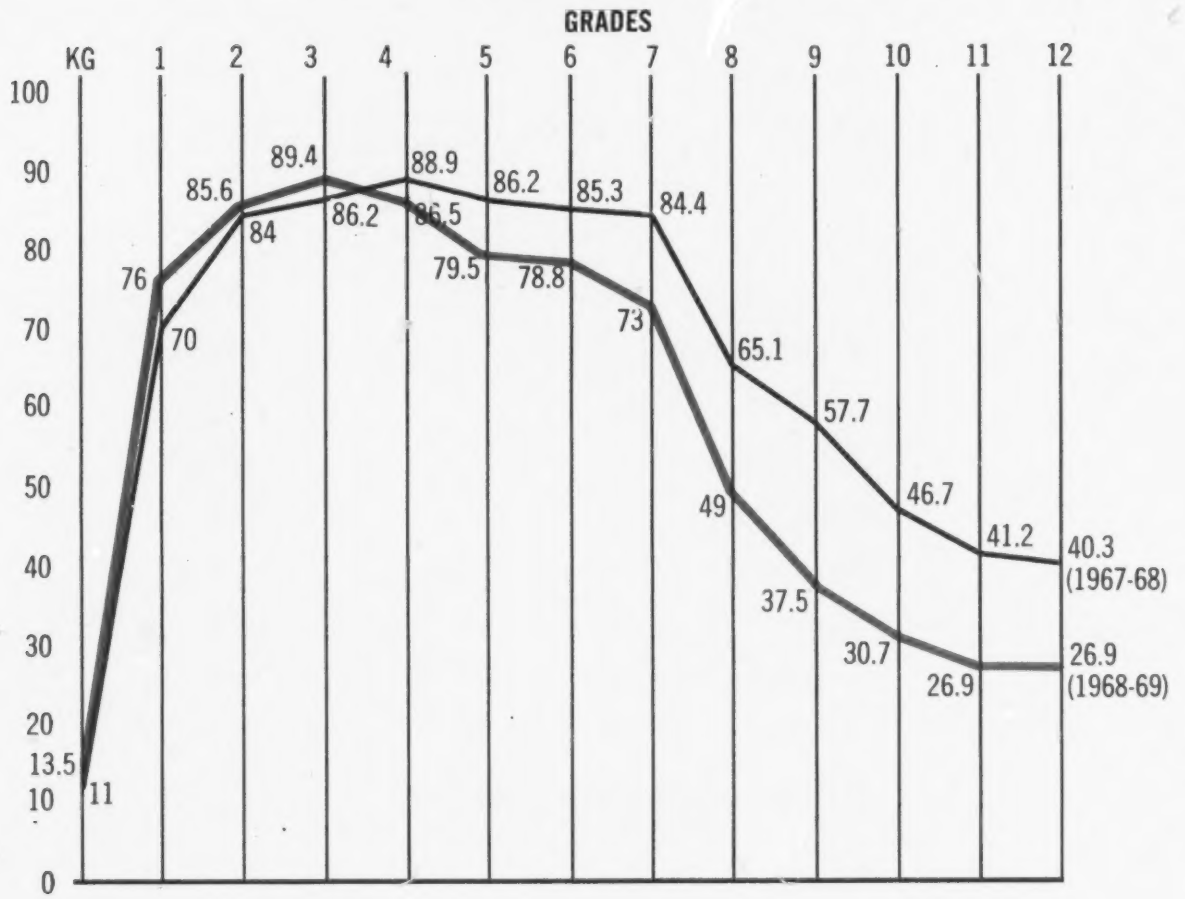
Administration	4.5%
Instruction	72.5%
Attendance Services	2.1%
Health Services	2.1%
Transportation	1.9%
Operation of Plant	.8%
Maintenance of Plant	.3%
Fixed Charges	6.2%
Food Services	5.0%
Construction	1.8%
Equipment	2.4%
Miscellaneous Activities	.4%

*Basic Figures Obtained From Fiscal Report

PERCENT OF CHILDREN ENROLLED BY ETHNIC OR RACIAL CHARACTERISTICS IN TITLE I CLASSES

	Regular Session	Summer Session
WHITE	51.0	46.9
NEGRO	47.8	53.1
AMERICAN INDIAN	.008	
ORIENTAL	.01	
PUERTO RICAN	.16	
MEX-AMERICAN	.03	
OTHER	.97	

PERCENTAGE OF LEA'S WITH PROGRAMS BY GRADE



PERCENTAGE OF ENROLLMENT BY GRADES 1968-69

Grades	Regular Session		Summer Session
Pre-School	2.6%	*(2.3%) 1967-68	18.9% (19.2%)
1	12.0%		
2	11.5%		
3	12.7%	69.7% (65.4%)	62.1% (58.6%)
4	12.5%		
5	10.9%		
6	10.1%		
7	8.5%		
8	6.4%		
9	4.6%	27.7% (32.3%)	19.0% (22.2%)
10	4.3%		
11	2.2%		
12	1.7%		

*Figures in parentheses are for the 1967-68 sessions.

NUMBER OF CHILDREN PARTICIPATING BY INSTRUCTIONAL AND SERVICE ACTIVITY

Instructional Activities	Regular Session	Summer Session
English Language Arts (except reading)	16,643	9,288
Reading	89,526	24,061
Cultural (Inc. Art, Music, Enrichment)	103,286	27,641
Social Science/Social Studies	8,304	8,160
Natural Science & Math	25,461	21,771
Vocational Skills (Inc. Home Ec.)	2,677	2,003
Special Activities for the Handicapped	2,980	503
Others (Kindergarten, Physical Ed. & Rec., Business Ed., Industrial Arts)	59,361	36,286
Service Activities		
Attendance	30,816	6,316
Clothing	8,950	1,346
Food	26,995	34,865
Guidance & Counseling	37,915	13,129
Health (Medical & Dental)	44,298	11,382
Library	34,593	18,249
Psychological	5,540	787
School Social Work	3,417	1,811
Speech Therapy	3,355	511
Transportation	18,458	31,274
Special Service for Handicapped	1,121	85
Other	12,214	5,306

NOTE: Approximately 745 of the above were from non-public schools.

APPROXIMATE COST OF SELECTED TITLE I ACTIVITIES

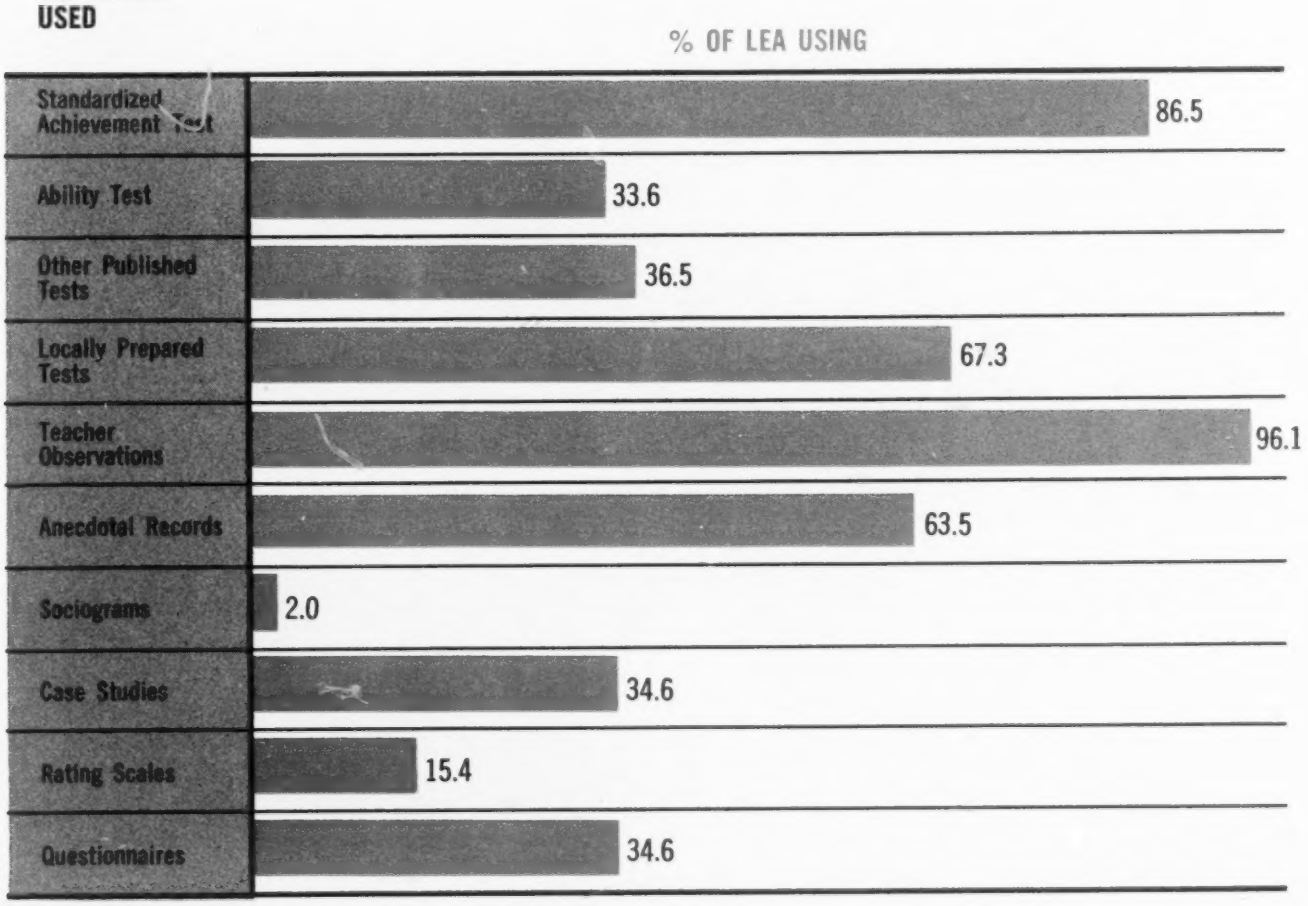
REGULAR AND SUMMER SESSIONS

Activities:	Cost
Instructional	
English Language Arts (except reading)	$ 1,183,248
Reading	$ 7,651,178
Cultural (Art, Music, Enrichment)	$ 1,471,412
Social Science/Studies	$ 357,592
Natural Science & Math	$ 1,453,026
Vocational Skills	$ 299,473
Special Activities for Handicapped	$ 630,920
Other (Phy. Ed., KG., Bus. Ed., Ind. Arts)	$ 2,919,500
TOTAL	$15,966,349
Service	
Attendance	$ 464,986
Clothing	$ 42,363
Food	$ 1,266,089
Guidance & Counseling	$ 272,703
Health (Medical & Dental)	$ 480,286
Library	$ 666,103
Psychological	$ 165,739
School Social Work	$ 153,301
Speech Therapy	$ 106,443
Transportation	$ 467,596
Special Services for Handicapped	$ 15,925
Other Service Activities	$ 255,236
TOTAL	$ 4,356,770

NUMBER OF STAFF POSITIONS FUNDED WITH TITLE I FUNDS AT DIVISION LEVEL

ACTIVITY ASSIGNMENT	NUMBER POSITIONS Regular Session	Summer Session
Kindergarten or Equivalent	90	503
Elementary	854	1,926
Secondary	261	312
Handicapped Classes	81	NA
Teacher Aides	1,926	1,875
Other Professionals	501	445
Other Non-Professionals	350	730
TOTAL	4,063	5,791

EVALUATION METHODS OR DEVICES USED



CONSULTANTS HELPED LEA'S EVALUATE THEIR TITLE I PROGRAMS

Number of Consultants Used	72
Number from Virginia Universities and Colleges	26
Number from out-of-State Universities	7
Number from State Department of Education Other Than Title I Personnel	18
Number from Other State Departments of Education and Specialist In Appropriate Areas	21
Number Holding Doctors Degrees	27

HOW SUCCESSFUL WAS TITLE I

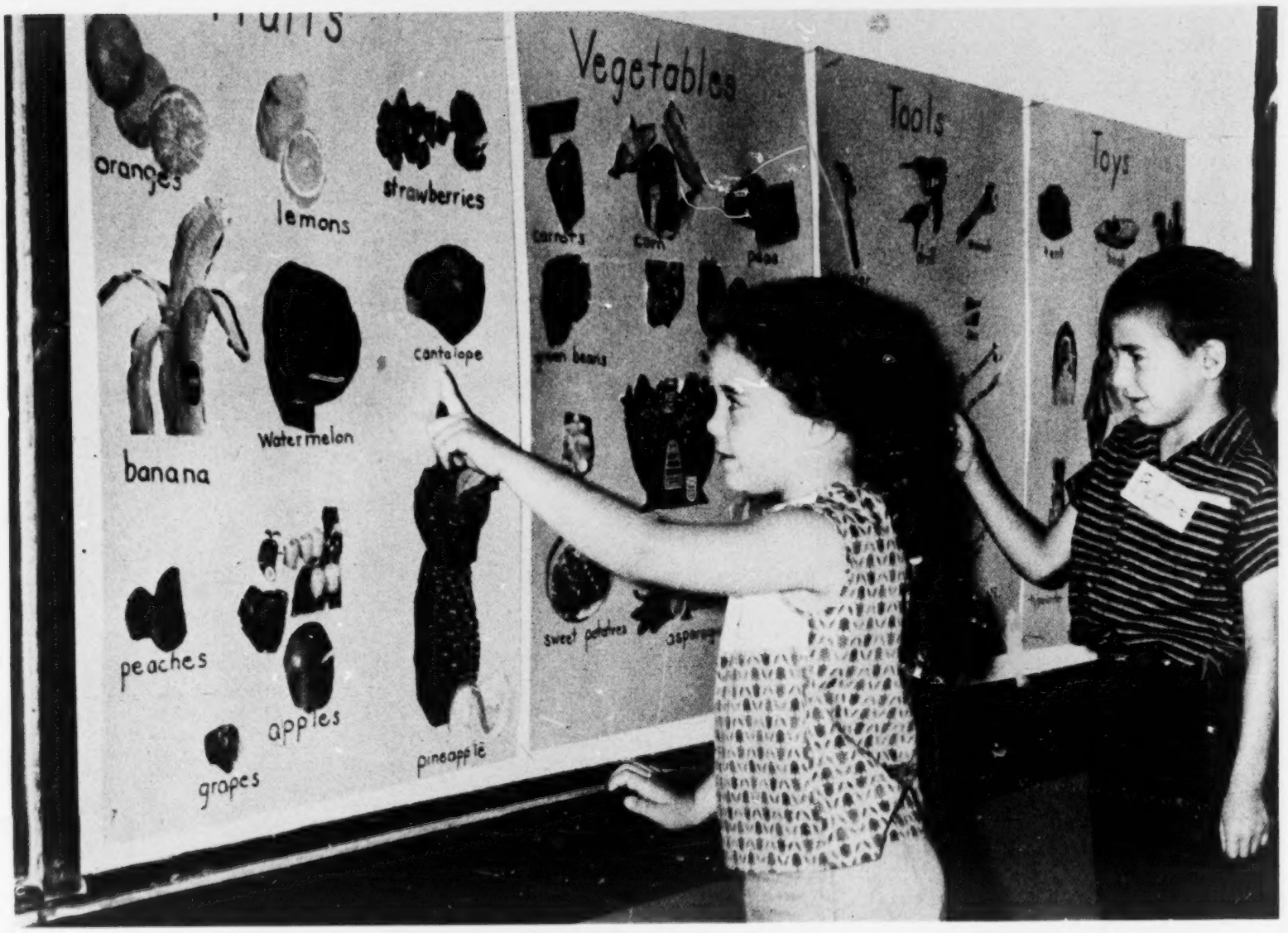
LOCAL EDUCATIONAL AGENCIES SAY THEY WERE SUCCESSFUL TO THE FOLLOWING EXTENT

All Activities

	SUBSTANTIAL SUCCESS	SOME SUCCESS	LITTLE OR NO SUCCESS
1969	59.2%	37.9%	2.9%
1968	55.3%	39.6%	5.1%
1967	47.7%	47.7%	4.6%

	SUBSTANTIAL SUCCESS			SOME SUCCESS			LITTLE OR NO SUCCESS		
	1967	1968	1969	1967	1968	1969	1967	1968	1969
Grades 1-3	48.8%	77.4%	61.5%	47.0%	21.0%	38.2%	4.2%	1.6%	.3%
Grades 4-6	47.3%	57.2%	59.3%	48.4%	39.8%	39.5%	4.3%	3.0%	1.2%
Grades 7-9	43.1%	46.9%	55.7%	51.3%	48.8%	40.1%	5.6%	4.3%	4.2%
Grades 10-12	43.0%	50.7%	60.7%	48.6%	42.6%	30.3%	8.4%	6.7%	9.0%

Regular Session Only



HOW SUCCESSFUL AS DETERMINED BY STANDARDIZED TESTS

CHANGE IN PERCENTILE RATING

TEST		Percent of students compared with national norm									
		1-10%ile		11-25%ile		26-50%ile		51-75%ile		76-99%ile	
		1967-68	1968-69	1967-68	1968-69	1967-68	1968-69	1967-68	1968-69	1967-68	1968-69
California Achievement	Pre-Test	33.0	36.9	26.9	28.9	25.7	23.7	9.0	6.1	4.5	4.4
	Post-Test	27.8	30.4	23.6	22.4	25.6	25.7	12.6	12.5	10.4	9.0
	Change	−6.1	−6.5	−3.3	−6.5	−.1	+2.0	+3.6	+6.4	+5.9	+4.6
Stanford Achievement	Pre-Test	41.4	42.6	34.8	32.2	11.5	14.6	8.4	6.2	3.9	4.4
	Post-Test	28.2	32.2	32.6	32.5	18.0	17.3	15.6	11.7	5.6	6.3
	Change	−13.2	−10.4	−2.2	+.3	+6.5	+2.7	+7.2	+5.5	+1.7	+1.9

THE SUCCESS OF THE TITLE I READING PROGRAM AS DETERMINED BY STANDARDIZED TESTS

The concentration of Title I funds and effort on the improvement of reading skills has resulted in a special analysis of standardized test results in 10 Virginia school divisions.

Eight rural and two city divisions are included in this analysis. These divisions were selected because they had successful reading programs and the test results were reported on a uniform and comparable basis. All groups were given a pre-test and post-test, in most cases in September and May, respectively.

It is significant that the students involved in these tests were educationally disadvantaged and would normally be expected to obtain approximately .7 of a month increase in mean grade equivalent for each month of instruction.

RATE OF GAIN BY TITLE I STUDENTS IN TEN DIVISIONS AS MEASURED BY STANDARDIZED READING TESTS

DIVISION	1	2	3	4	5	6	7	8	9	10	Total
NUMBER TESTED	434	267	328	276	133	441	260	910	349	496	3,894
MEAN GAIN BY MONTHS FOR EACH MONTH OF INSTRUCTION	1.25	1.75	1.31	1.25	1.12	1.06	1.36	1.45	1.30	1.07	Mean Gain By Division 1.29

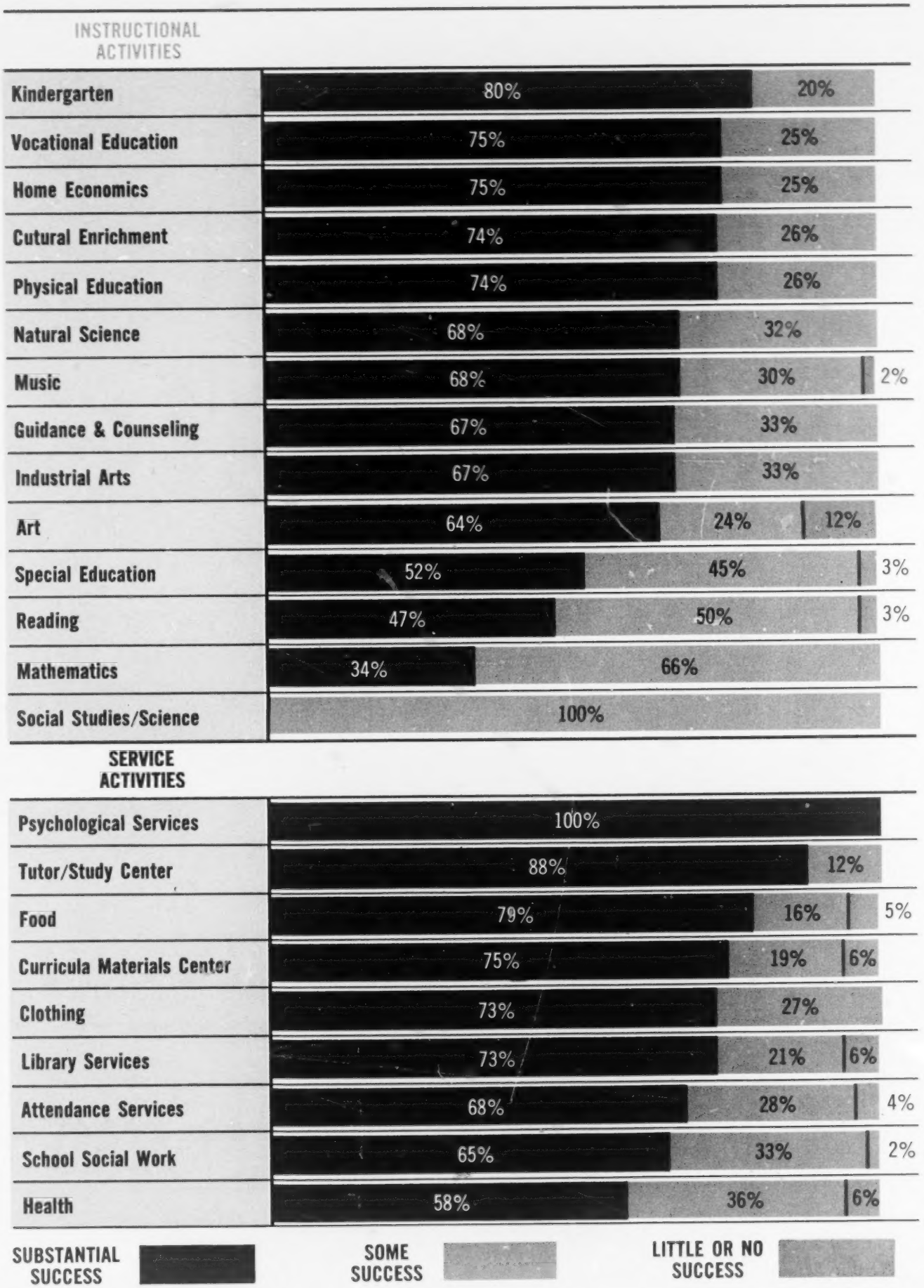
STANDARDIZED TEST RESULTS IN SUMMER SCHOOL

Though the summer session lasted for only 6 to 8 weeks, many divisions administered standardized tests. The validity of this testing may be questioned on account of the short period of time; however, the test results of 4,170 pupils including preschool through the fifth grade indicate considerable progress.

GRADE—Percent of those in the 1-10 percentile in the pre-test who moved to a higher percentile group in the post-test.

PRESCHOOL	50%
1ST	47%
2ND	39%
3RD	58%
4TH	25%
5TH	16%

LOCAL EDUCATIONAL AGENCIES REPORT THEY WERE SUCCESSFUL TO THE FOLLOWING EXTENT BY ACTIVITY IN RANK ORDER (REGULAR SESSION)



DROPOUT RATES IN TARGET SCHOOLS COMPARED WITH ALL SCHOOLS

Year	Target Schools: One-third or more of enrollment Participating in Title I	All Other Target Schools (Title I)	Dropout Rate For Entire State
1966-67	7.18%	5.88%	5.3%
1967-68	6.55%	5.56%	5.1%
1968-69	5.60%	5.11%	4.5%
Amount of decrease in percent 68-69	.95%	.45%	.6%
Decrease in percent 1966-67 to 1968-69	1.58%	.77%	.8%

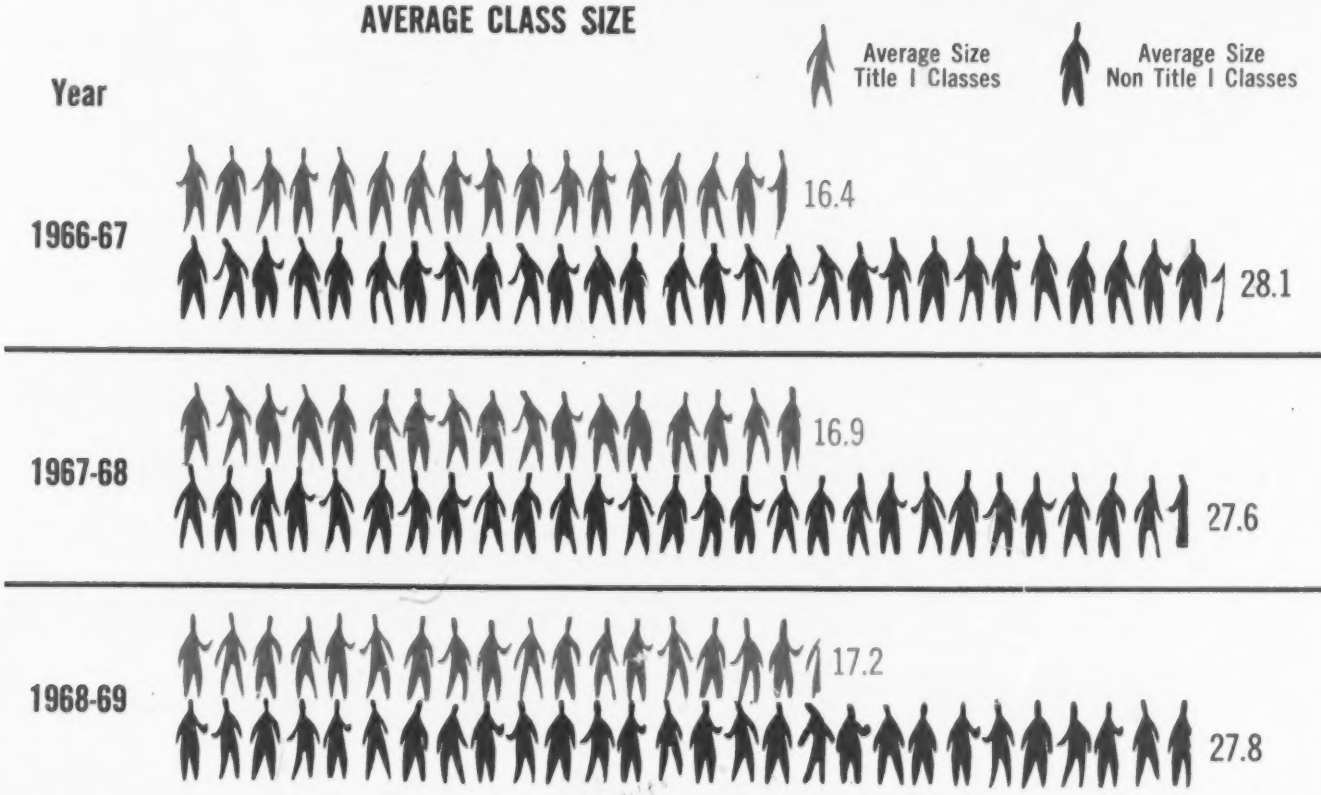
SIGNIFICANT FACTS

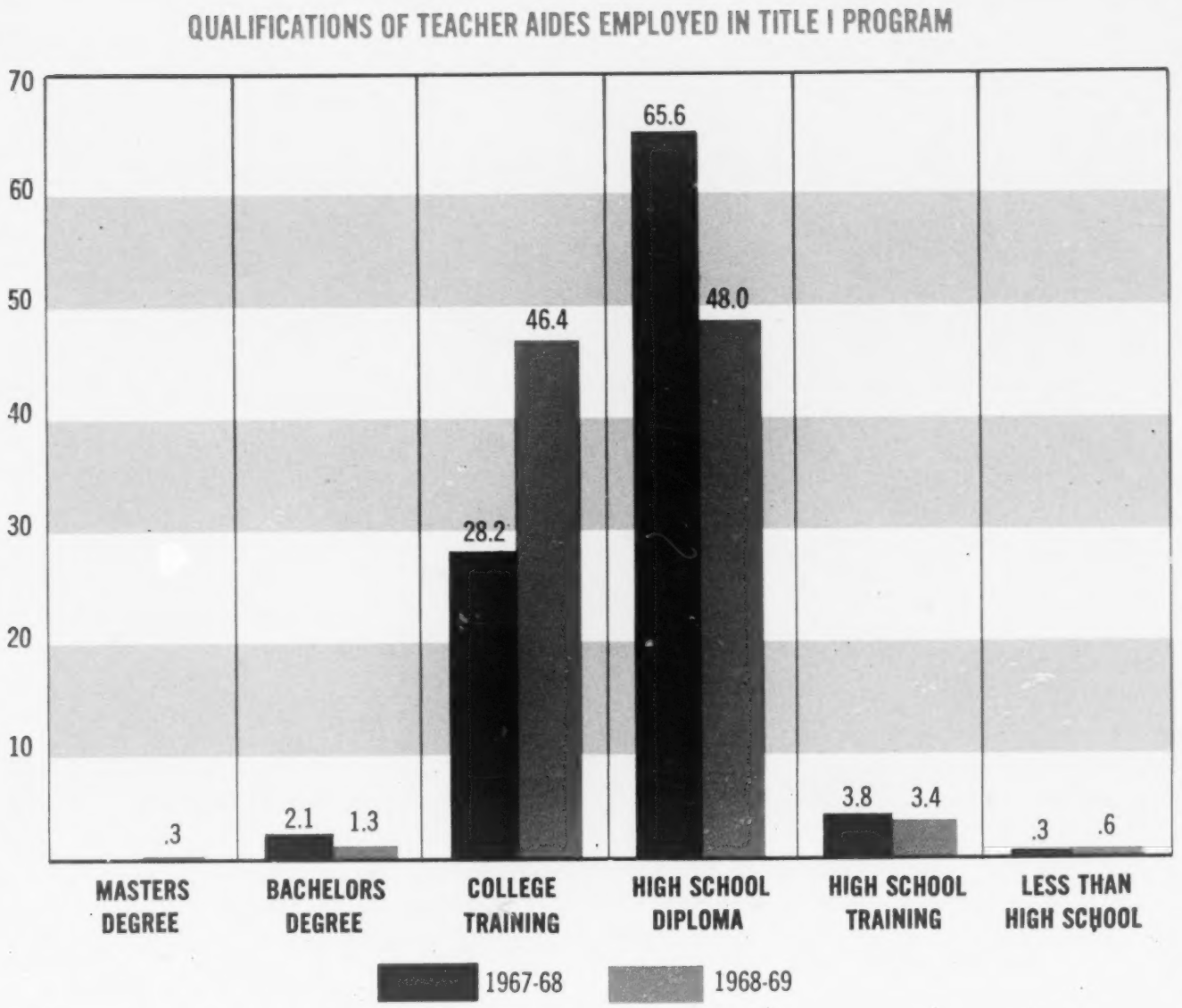
1. The dropout rate has decreased most in schools where the concentration of Title I students is the highest.
2. The dropout rate has decreased considerably more in schools having 1/3 or more participants in Title I instruction than in all schools in Virginia.

CONCLUSION

Title I has assisted in decreasing the dropout rate in Virginia.

AVERAGE CLASS SIZE





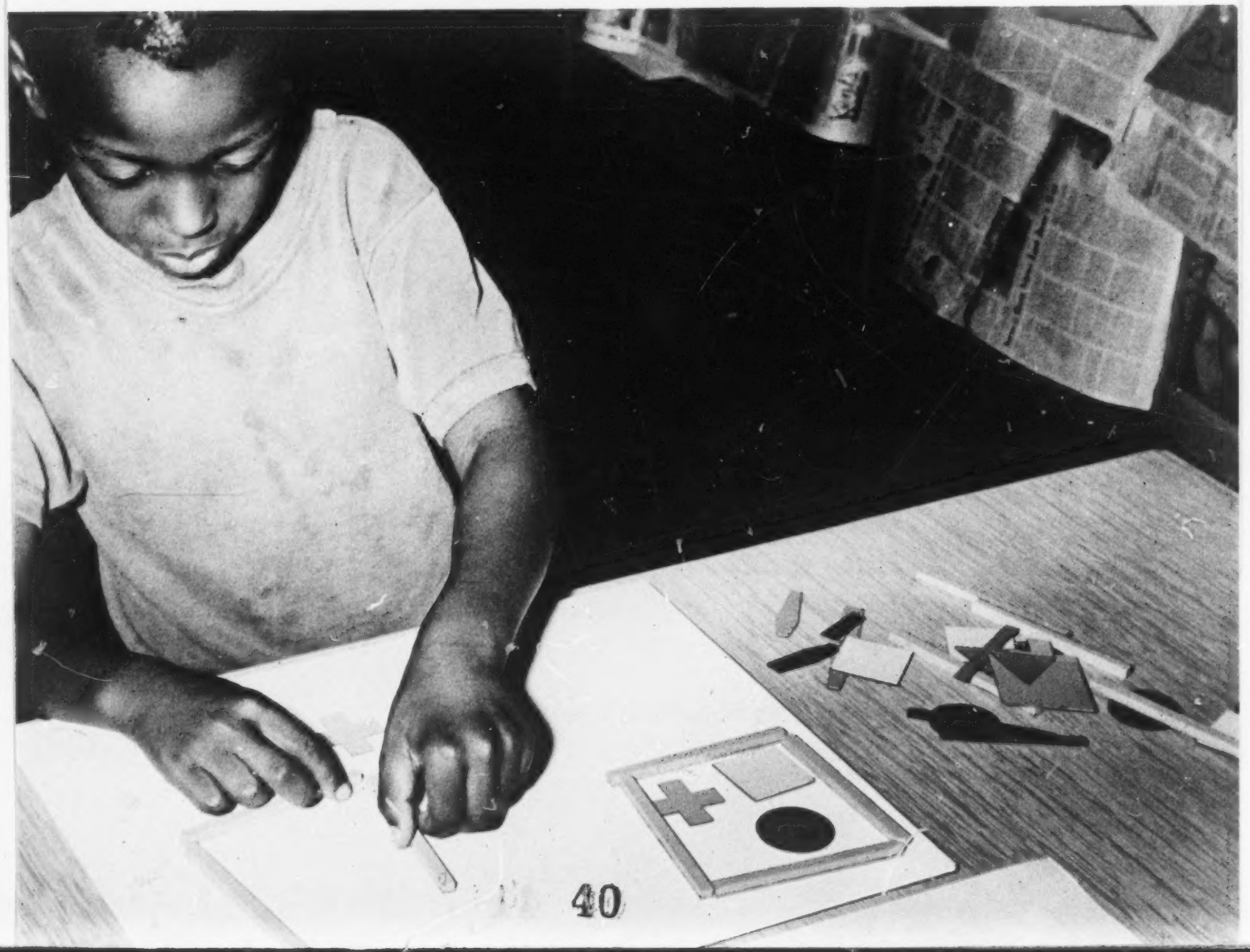
RANK			
1966-67	1967-68	1968-69	
1	1	2	Use of better educational equipment and supplies
2	2	1	Use of teacher aides
—	3	3	Reduced size of classes
6	4	4	Providing curricula materials center
4	5	5	Increased supervision
3	6	6	In-service training

MOST PRESSING EDUCATIONAL NEEDS OF DEPRIVED CHILDREN

RANK BY YEAR			
1966-67	1967-68	1968-69	
1	1	1	Inadequate reading development
—	3	2	Special training for handicapped children
2	2	3	Inadequate command of language
3	4	4	Inadequate cultural and social development
4	5	5	Inadequate preschool experience
6	7	6	Poor health
—	—	7	Nutritional deficiencies

PUPIL, TEACHER, PARENT AND COMMUNITY REACTION TO AREAS OF TITLE I

	Percent of Projects Reporting As:				
Areas of Title I	**Poor**	**Fair**	**Good**	**V Good**	**Excellent**
Pupil interest and participation In project			13.7	53.9	32.4
Pupil needs being met through project			29.4	52.9	17.7
Teacher aides contribution to the project			14.2	36.9	48.9
Contribution of Title I procured equipment		1	6	44	49
School faculty attitude towards project		1.9	22.6	51.0	24.5
Private schools attitude towards project involvement	17.6	5.9	23.6	35.3	17.6
Parents (low income) appreciation of project	1.	2.	31.4	37.2	28.4
Community awareness of project		8.8	42.2	40.2	8.8



MISCELLANEOUS DATA OF INTEREST

EQUIPMENT

Percent of Funds Spent for Equipment at Local Level
as Compared with U.S. Averages

1965 - 1966		1966 - 1967		1967 - 1968		1968 - 1969	
VA.	U.S.	VA.	U.S.	VA.	U.S.	VA.	U.S.
20.2	21.2	8.2	7.7	5.0	4.4	2.4	

ADVISORY COMMITTEES

48.5% Of LEA's Have Advisory Committees

NON-PUBLIC SCHOOLS

17 of 181 Non-Public Schools Participated
In Title I Projects

*ASSISTANCE FROM OTHER DIVISIONS OF THE STATE DEPARTMENT OF EDUCATION

No. Request for Assistance	202
No. Visits to Assist Title I Projects	190

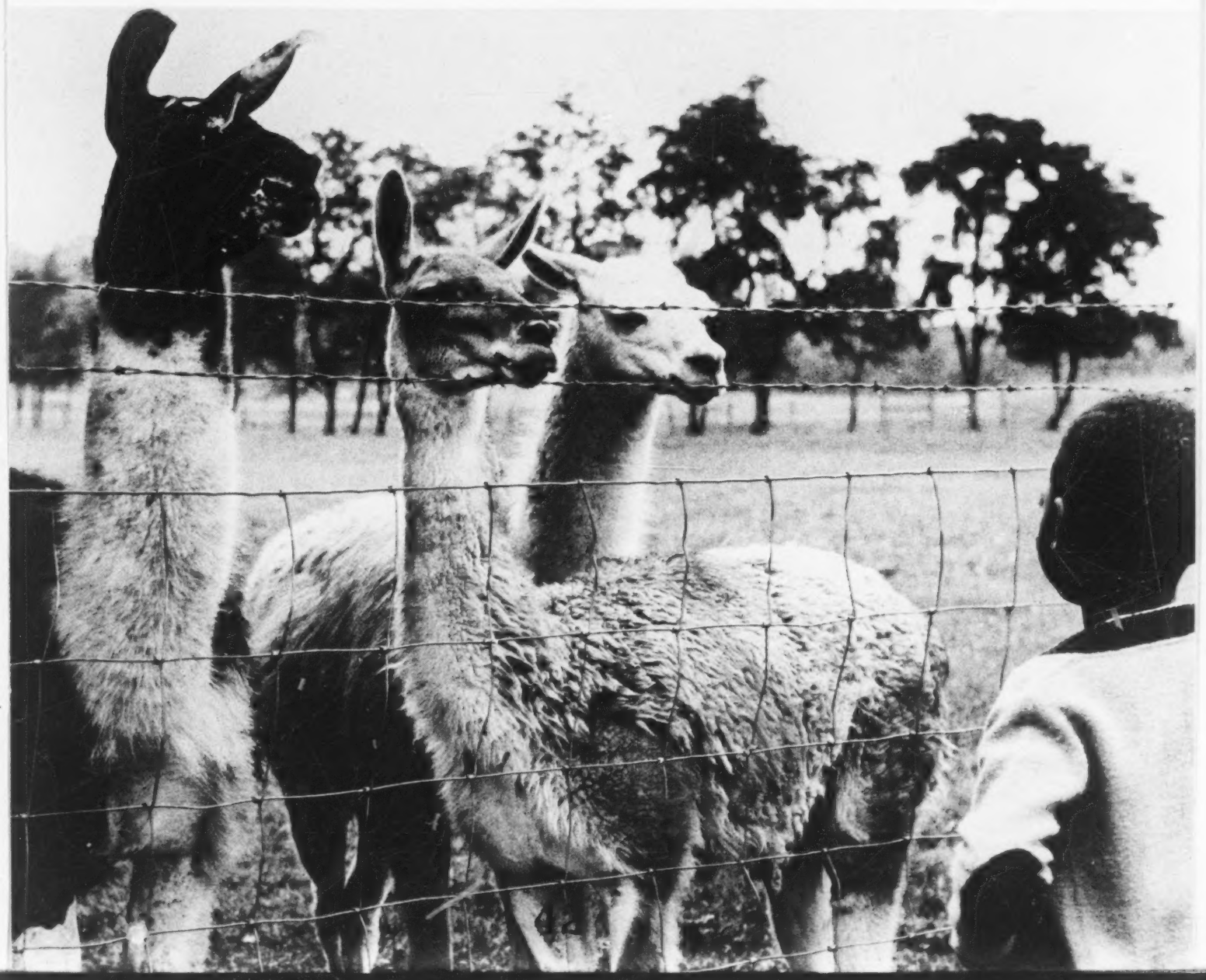
Activities	No. Visits
Language Arts, Reading, etc.	31
Special Education	20
Music	11
Mathematics	10
In-Service Training	10
Physical Education—Art	7
Kindergarten	6
Other	95

***Reported by 104 Divisions During Regular Session.**

IN-SERVICE TRAINING PROVIDED
TITLE I PERSONNEL WITH TITLE I FUNDS

	NUMBER PROVIDED IN-SERVICE TRAINING DURING:		
	Regular Session	Summer Session	Cost
TEACHERS	1214 *(1318)	2086 *(3223)	
TEACHER AIDES	1275 *(1017)	1278 *(1651)	$366,669 *($461,072)
OTHER PROFESSIONALS	408 *(211)	216 *(539)	

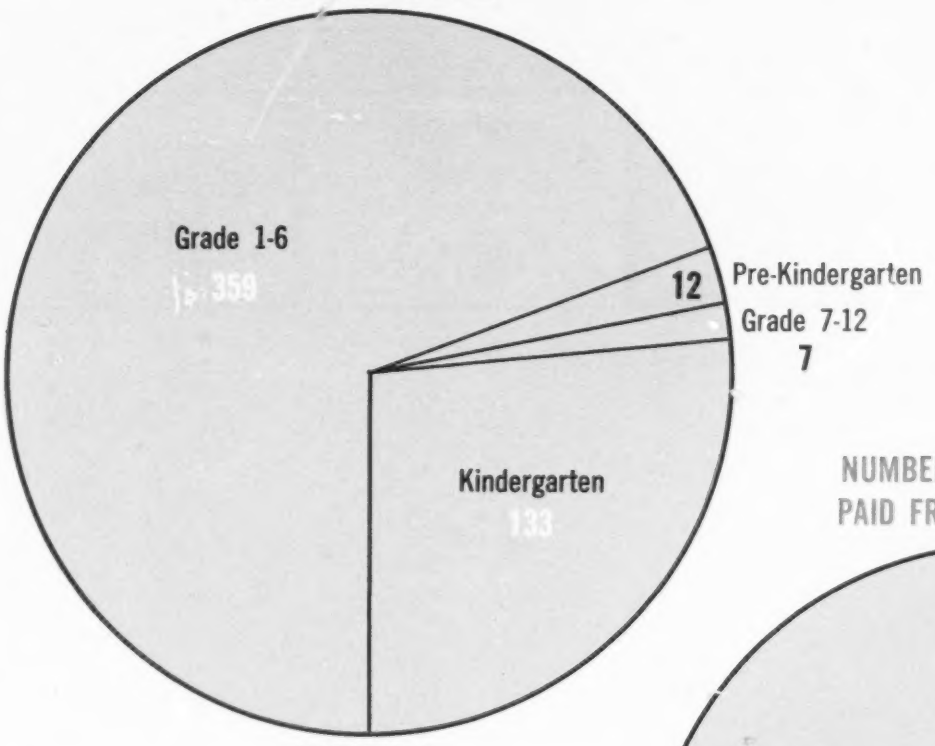
*Figures in parentheses are comparable figures for the 1967-68 school year.



TITLE I ACTIVITIES FOR CHILDREN OF MIGRANT WORKERS

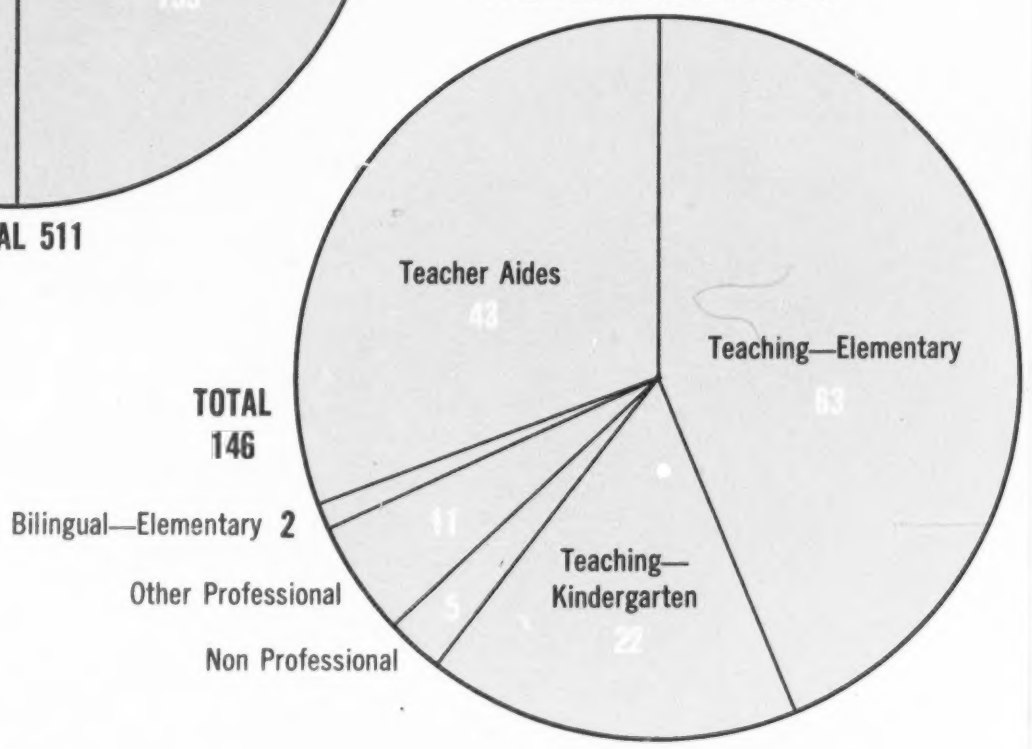
LEA'S PARTICIPATING: ACCOMACK COUNTY, VIRGINIA BEACH CITY, ROANOKE COUNTY

NUMBER ENROLLED



TOTAL 511

NUMBER STAFF MEMBERS PAID FROM TITLE I FUNDS



IN-SERVICE TRAINING FOR STAFF

Staff Members	No.	Hrs. Instruction	Average No. Hrs.
Teachers	45	1,592	35
Other Professional	10	311	31
Educational Aides	39	1,106	28
Other Non-Professional	7	56	9
TOTALS	101	3,065	30

TITLE I ACTIVITIES FOR THE EDUCATION OF HANDICAPPED CHILDREN IN SCHOOLS OPERATED BY THE STATE

(P.L. 89-313)

INSTITUTIONS INVOLVED

Blue Ridge Sanatorium
Catawba Sanatorium
Eastern State Hospital
Lynchburg Training School
Medical College of Virginia Hospital
Childrens Rehabilitation Center at University of Virginia
Petersburg Training School
University of Virginia Hospital
Virginia School for the Deaf & Blind at Hampton
Virginia School for the Deaf & Blind at Staunton
Woodrow Wilson Rehabilitation Center

NUMBER OF CHILDREN PARTICIPATING AND TYPE OF HANDICAP

Mentally Retarded	1,161
Deaf	513
Visually Handicapped	262
Seriously Emotionally Disturbed	89
Crippled	141
Health Impairments	188
TOTAL	2,354

NUMBER STAFF MEMBERS EMPLOYED WITH TITLE I FUNDS (PART OR FULL TIME)

Assignment	Number
Special Teachers	57
Teacher-Aides	29
Braillists	3
Mobility Specialists	2
Supervision & Management	3
Psychologist (Part Time)	1
Librarians	3
Other Professionals	8
Other Non-Professionals	19
TOTAL	125

Funds Expended:

$315,817.00

(approximate)

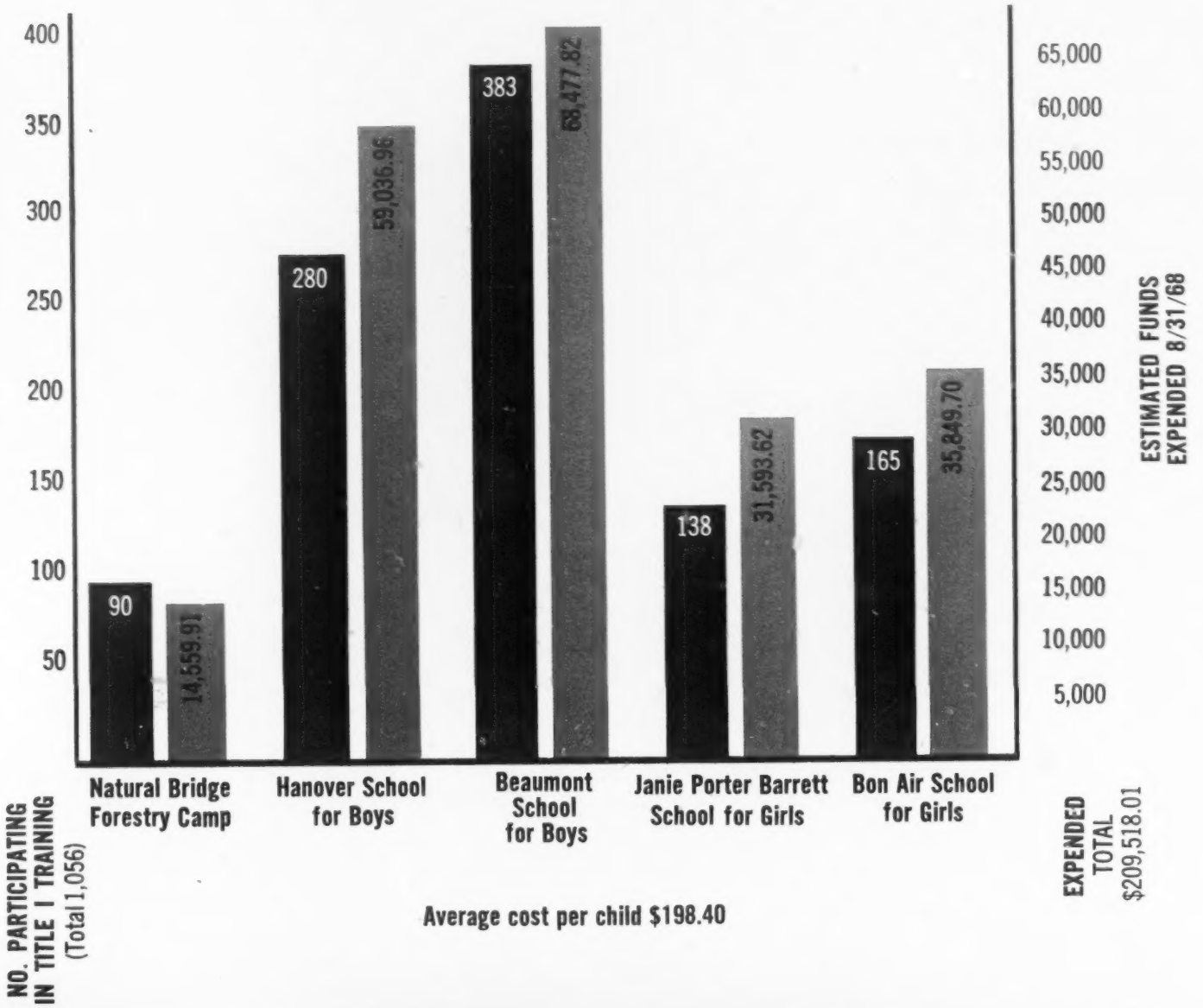
Approximate Expenditures Per Child Involved

$134.00

NOTE:

All personnel involved in teaching the handicapped were not paid from Title I funds.

TITLE I ACTIVITIES FOR DELINQUENT CHILDREN LIVING IN INSTITUTIONS



Average cost per child $198.40

C

Training

The type of training for teacher aides will vary with the duties to which they are assigned. In general, all aides should have some knowledge of children and their development, classroom management procedures, and the goals and policies of the local school division. An important area of emphasis in such training should be the definition of the appropriate roles of teachers and teacher aides. Specific areas for training can best be determined by local division personnel, including the classroom teachers who will be working with aides.

Every opportunity should be provided to include the teacher in the aide training programs. Teachers who will be working with aides also need specific instruction in the supervision and utilization of other adults in the classroom, as such training is not now a part of the typical teacher preparation program.

The following are appropriate topics for a teacher aide training program:

1. Basic school law and rules and regulations of the division.
2. Classroom procedures and school administration, including
   a. Classroom management.
      (1) Division of responsibilities between teacher and teacher aide.
   b. Record-keeping--both rationale and forms used.
   c. Supervisory and administrative policies --aide's relationship to the total school program.
3. Child study, including
   a. General psychology.
   b. Human growth and development.
   c. Principles of learning.
4. Specific skills to be utilized by the aide in the future assignment.
5. Mechanical operation and care of all audio-visual instructional equipment.
6. Public relations--explanation of the problems of effective communication, stressing ethics.
7. Health education (first aid - nutrition)-- emphasis on the legal aspects and caution regarding medication.

In addition to the use of their own funds to train teacher aides, many localities have financed the training as a part of their Title I and/or Title III programs of the Elementary and Secondary Education Act (P. L. 89-10). The Education Professions Development Act also provides funds for training teacher aides. Under this act, one-third of the state allocation may be used for such training programs.

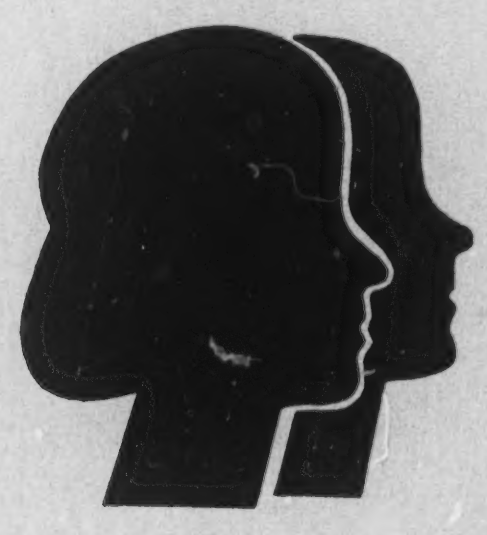
Career Ladder

As set forth in the Virginia State Plan for the Education Professions Development Act--Part B-2, the following "career ladder," based on the aide's level of educational preparation, delineates the steps which may lead to full teacher status:

Step 1. Graduate--Secondary School
Step 2. One Year College--(30 sem. hrs.)
Step 3. Two Years College--(60 sem. hrs.)
Step 4. Three Years College--(90 sem. hrs.)
College Graduate--fully certified teacher

Such a "career ladder" would allow for the assumption of more responsibility by the aide as his level of training increases. An individual might enter at any stage in the "career ladder," depending upon his previous training and experience. The local school board may wish to consider the development of a differentiated salary scale for teacher aides in recognition of the wide variation possible in their training and experience.

Guidelines for the Employment of Teacher Aides in Virginia



Division of Teacher Education
State Department of Education
Richmond, Virginia
October, 1969

Background

The State Board of Education's *Statement of Policy for Public Schools* in Virginia says, in part:

> "There must be adequate time to teach and adequate time to learn. Teachers must be afforded an uninterrupted opportunity to teach and inspire if quality learning is to be expected. Administrators and supervisors should periodically reassess the plan of school organization to insure that the most efficient use is being made of the teacher's talents and training."

To implement this policy, the Board requested the Department to conduct a study and obtain information concerning the use of teachers' time during and after regular school hours.

The recommendations made in the Division of Educational Research's report, "An Analysis of the Use of Teacher Time in Virginia," were approved by the State Board with the request that the results of the survey be transmitted to local school authorities throughout the State. The Board urged that careful consideration be given to the recommendations which are designed to provide more time for instructional planning and teaching. Among the recommendations is the following:

> "That clerical assistance and teacher aides be provided and efficiently used in order that teachers will be relieved of such duties as preparing student rosters, typing and duplicating teaching materials and tests, and making duplicate sets of pupil records."

A number of school divisions in Virginia began to experiment with the concept of auxiliary school personnel years ago. Encouraged by federal funding for various educational programs, the practice of employing teacher aides to assist teachers is expanding. The purpose of this statement is to give guidance in policy making by school divisions and implementation of policy by their administrative staffs. The wise use of teacher aides will promote more efficient and effective activities by teachers and other professionals. The roles of these professionals will have to be rethought and redefined to some extent as teacher aides become part of the personnel structure.

Definition

The term "teacher aides" refers to those persons who are not professional educators, but who play a role in the school's instructional program. It does not include those whose duties are devoted exclusively to building services, food services, or clerical activities.

The responsibility of the teacher aide is to assist the teacher by performing tasks which are assigned and directed by that teacher. These tasks cannot infringe upon the professional responsibilities reserved for certificated teachers. Certification is not applicable to teacher aides, since they are not considered professional personnel.

General Qualifications

In developing a list of general qualifications for teacher aides, the local division should give consideration to areas such as:

1. Citizen of the United States, at least 18 years of age, and good moral character.
2. High school diploma or its equivalent.
3. Good health with no physically handicapping conditions which would impair effectiveness in the classroom. Evidence of a negative tuberculin test required each year.
4. Neat and well-groomed so that the pupils may emulate the individual's appearance.
5. Clear voice with a pleasing tonal quality.
6. Some experience in working with children.

Potential Areas of Responsibility

Teacher aides may serve in a variety of capacities. The following list illustrates some of the potential responsibilities of teacher aides working under the supervision of the teacher:

1. Keeping up-to-date attendance and cumulative records.
2. Duplicating materials.
3. Collecting money.
4. Ordering and allocating books and supplies.
5. Checking objective test results.
6. Filing and cataloging materials.
7. Monitoring lunch periods.
8. Assisting with housekeeping chores and bulletin boards.
9. Preparing materials for and operating audio-visual equipment.
10. Assisting in classroom-related activities.
11. Assisting with field trips, play periods, and other out-of-classroom activities.

Teacher aides should be assigned to those positions where, in the opinion of the school administration, they are best qualified and can best serve the school division. Care should be taken that confidential material of any nature is made available only to those aides who have demonstrated ability to treat it properly. Specific training should be given in relation to the responsibilities to which they are assigned.

All assigned duties performed by teacher aides must be supervised by a certificated teacher. Where questions of liability arise, they usually relate to the reasonable nature of an individual's action and have no relation to certification.

D

EVALUATION REPORT
PUBLIC LAW 89-10, TITLE I
1969-70

COUNTY, CITY OR TOWN_____ ASSIGNED CODE _____

PROJECT TITLE_____ STATE PROJECT NO._____
(Refer to Application Form

CONGRESSIONAL DISTRICT NUMBER _____

DATE TRAINING OR INSTRUCTION BEGAN: Regular Session _____
Summer Session _____

DATE TRAINING OR INSTRUCTION COMPLETED: Regular Session _____
Summer Session _____

PREPARE IN QUADRUPLICATE
REPORTS DUE AS SOON AS POSSIBLE
AFTER COMPLETION OF PROJECT
NO LATER THAN SEPTEMBER 15, 1970

_____
Signature of Coordinator

_____
Signature of Superintendent

Date_____

Distribution When Completed:

1 copy your files
1 copy to Regional Title I Assistant Supervisor
2 copies to Title I Evaluator

County or City Code ___ ___ ___ (cc1-3)

(Use same code as used in the application for this project)

(Card 01A)

1. Number of School(s) having Title I activities..... ___ ___ ___ (cc4-6)

2. Name(s) of School(s) Involved_____
_____
_____
_____
_____
_____

3. Circle the grade levels in which Title I instruction was given:

KG	1	2	3	4	5	6	7	8	9	10	11	12
(cc7)	(cc8)	(cc9)	(cc10)	(cc11)	(cc12)	(cc13)	(cc14)	(cc15)	(cc16)	(cc17)	(cc18)	(cc19)

4. Evaluate the following areas from the standpoint of your own observation and evaluation by circling the appropriate number (on the basis of: #0-non-existent, #1-poor, #2-fair, #3-good, #4-very good, #5-excellent).

Pupil interest and participation in project..... 0 1 2 3 4 5 (cc20)

Pupil needs being met through project..... 0 1 2 3 4 5 (cc21)

Contribution of Teacher aides to project..... 0 1 2 3 4 5 (cc22)

Contribution of Title I procured equipment..... 0 1 2 3 4 5 (cc23)

School faculty's collective attitude toward project..... 0 1 2 3 4 5 (cc24)

Private school's attitude toward project involvement.... 0 1 2 3 4 5 (cc25)

Parents appreciation of project..... 0 1 2 3 4 5 (cc26)

General community's awareness of project..... 0 1 2 3 4 5 (cc27)

5. Was this project in an area served by an approved Community Action Program? (Circle appropriate response.)

(cc28) Yes No

If "yes", Check space(s) below to describe the inter-relationship of the two programs and how they reinforced each other:

(cc29) ___C.A. Agency was consulted regarding project
(cc30) ___This project complements rather than duplicates anti-poverty programs in the community?
(cc31) ___Cooperated in improving health of children
(cc32) ___Cooperated in improving attendance
(cc33) ___Cooperated in home visitation
(cc34) ___Mutually exchanged information about students
(cc35) ___Cooperated in in-service training
(cc36) ___Cooperated in providing food and meals
(cc37) ___Other areas of cooperation, Describe_____
_____

(Card 01A continues)

County or City Code ___ ___ ___ (cc1-3)

(Card 01A continued)

6. Indicate the most pressing pupil needs in your division that Title I is identified to meet, by placing an "A" in blank opposite most pressing, "B" in blank for next most pressing, etc. Leave blank those which are not pressing needs.

(cc38) ___Inadequate reading development
(cc39) ___Inadequate command of language
(cc40) ___Poor health
(cc41) ___Nutritional deficiencies
(cc42) ___Cultural deprivation
(cc43) ___Inadequate knowledge of mathematics
(cc44) ___Inadequate provisions for educating handicapped (physical & mental)
(cc45) ___Inadequate pre-school experience
(cc46) ___Inadequate educational facilities
(cc47) ___Others, Describe_____

_____

_____

_____

7. Indicate the extent to which class sizes have been reduced, check appropriate blanks: (Regular session only)

(1) Average size of Title I classes: (to nearest figure)

(cc48) A.___10
B.___12
C.___15
D.___17
E.___20
F.___23
G.___25
H.___30
I.___more

(2) Average size of Non-Title I classes in schools in attendance area (approximately the same grade as Title I classes):

(cc49) A.___15
B.___20
C.___23
D.___25
E.___27
F.___30
G.___35
H.___40
I.___more

(Card Code 01A - cc78-80)

County or City Code ___ ___ ___ (cc1-3)

(Card 02A)

8. Indicate the factors which have contributed most to the success of the programs by placing an "A" in blank opposite the factor contributing the most, a "B" opposite factor contributing next most, etc. (Mark only) five (5).

Success Factors:

(cc4) ___Quality of facilities
(cc5) ___Quality and amount of materials and equipment
(cc6) ___In-service training
(cc7) ___Parental support
(cc8) ___Community support
(cc9) ___Reduction in teacher load
(cc10) ___Teacher aides
(cc11) ___Health improvement
(cc12) ___Nutrition, free food
(cc13) ___Evaluation
(cc14) ___Materials center
(cc15) ___Use of specialist or consultants
(cc16) ___Reduced size of classes
(cc17) ___Increased supervision
(cc18) ___Other, Describe_____

_____

_____

9. Indicate factors which have made it difficult for you to accomplish your objectives. Place an "A" in the blank opposite factor causing greatest difficulty; a "B" in next most difficult, etc. (Mark only five (5).

Problem Factors:

(cc19) ___Late arrival of equipment and supplies
(cc20) ___Trained teachers not available
(cc21) ___Specialists not available
(cc22) ___Inadequate facilities
(cc23) ___Short duration of project
(cc24) ___Inadequate parental support
(cc25) ___Lack of transportation
(cc26) ___Inadequate equipment and supplies
(cc27) ___Teacher load too great
(cc28) ___Inadequate guidelines
(cc29) ___Other, Describe_____

_____

_____

10. Yes No (cc30) Do you have a Title I Advisory Committee? (Circle appropriate response)

Yes No (cc31) Is a parent of a Title I pupil a member of the Advisory Committee?

_____ (cc32-34) Number of Advisory Committee meetings. (Write number in blank)

11. _____ (cc35) Number of hours joint in-service training provided for teachers and teacher aides (Card 02A continues)

County or City Code ___ ___ ___ (cc1-3)

(Card 02A continued)

12. Indicate the relationship with non-public schools regarding participation in the Title I Program. (Circle Yes or No or fill in blanks)

(cc36) Yes No Advised non-public school officials of Title I Program

(cc37-39) ___ Number non-public schools located in division area

(cc40-42) ___ Number non-public schools participating in the Title I Program

If any non-public schools participated in the Title I Program, answer questions below, if not, skip to next question.

(cc43) Yes No Representatives from the non-public schools were invited to help plan the program

(cc44) Yes No The program plan was reviewed by a representative of the non-public school prior to submission to the state office

(cc45) Yes No Non-public school representatives were invited to observe the Title I Program in operation

(cc46) Yes No Non-public school representatives assisted in evaluating the Title I Program

(cc47-49) ___ Number of visits by representatives of the non-public school to see or assist in the Title I Program

13. Please provide data required below regarding State Dept. of Education personnel.

(cc50-52) ___ Number of requests to State Department of Education personnel, other than Title I personnel, for assistance in planning or operating the Title I Program.

(cc53-55) ___ The number of visits made by the above personnel for the purpose of assisting in improving the quality of the Title I Program.

Assistance was given in the following instructional or service activities, Use Codes Only.

(cc56-58) (cc59-61) (cc62-64) (cc65-67) (cc68-70) (cc71-73)

(Card Code 02A - cc78-80)

County or City Code ___ ___ ___ (cc1-3)

(Card 03A continued)

14. Please indicate the evaluation methods or devices used to evaluate your Title I project by checking the appropriate blanks.

(cc4) ___Standardized achievement tests
(cc5) ___Ability tests
(cc6) ___Other published tests
(cc7) ___Teacher or locally prepared tests
(cc8) ___Teacher observations
(cc9) ___Anecdotal records
(cc10) ___Sociograms
(cc11) ___Case studies
(cc12) ___Rating scales
(cc13) ___Questionnaires, answered by pupil or parent
(cc14) ___Others, Describe_____

_____

_____

15. List the names, titles, and institutions of all persons not in your school system who assisted you with evaluating this project.

_____

_____

_____

16. Describe any successes or problems that you may have encountered in relating this project to other Titles of the ESEA.

_____

_____

_____

17. Please indicate in the appropriate blanks below instructional or service activities which were originally provided Title I pupils only and because of the success is now being provided division wide. (Use Codes)

(cc15-17)	(cc18-20)	(cc21-23)	(cc24-26)	(cc27-29)	(cc30-32)

(Card Code 03A - cc78-80)

County or City Code ___ ___ ___ (cc1-3)

18. Generalize about the effectiveness of Title I in improving education opportunities, experiences, achievement, and general attitudes toward education. Include interesting observations and other factors to support your opinion. Comments by pupils, teachers and others should be included, when applicable. (Use additional sheet if necessary)

Regular Session

Summer Session

County or City Code ___ ___ ___ (cc1-3)

19. Give a brief report of your most effective project or activity using the format below. This report should be written on a separate page or pages and attached to the back of the evaluation report. Any related photographs, new articles or additional material should be included.

FORMAT:

a. Name of project or activity.

b. Name, address, and telephone number of person who can be contacted for further information.

c. Objectives of project or activity.
The objectives must be stated specifically and must lend themselves to measurement.

d. Participants
Describe the criteria for selection of participants. Describe the participants in terms of number, age, grade, sex, general background characteristics, achievement level, and learning and behavioral problems. Identify the children in terms of the treatment combinations they received.

e. Staff
Describe the staff involved in administering the treatment in terms of number, training, experience, functions, and responsibilities.

f. Treatment
Describe the treatment in terms such as the following: teaching techniques employed, class size, classroom organization, equipment and materials used, special techniques or devices used to stimulate participants, details of trips and visits, details of counseling and guidance, health and nutrition, and other services provided. Indicate the time of treatment (during school hours, after school, weekends, summer school), and length of treatment (hours per day, days per week, weeks per year).

g. Related Components
Describe related project or activity components which are not an integral part of the treatment: EX. involvement of parents of the participants use of teacher aides in the project or activity, in-service training for the staff members involved in the project or activity.

h. Effectiveness
Evidence of effectiveness must be related to the objectives as stated in "c". Describe the instruments used. In the case of academic projects and activities such as reading, arithmetic, language, and science, evidence of effectiveness should be presented in terms of achievement gain on appropriate standardized instruments. Other measures of effectiveness such as shifts in opinions, attitudes, motivation, self-concept, attendance, and tardiness should also be presented, if available. In the case of other types of projects and activities such as cultural enrichment, counseling and guidance, and health and nutrition, academic achievement data may not be the most relevant measure of effectiveness and other measures may need to be used.

County or City Code ___ ___ ___ (cc1-3)

SUMMARY OF EFFECTIVENESS FOR TYPES OF ACTIVITIES

TABLE I

Complete tables below for all activities (e.g., reading, arithmetic, pre-school, health services, after-school study centers, guidance services, etc.). Please enter code numbers for activities and objectives in spaces indicated. Activity codes are in Appendix Table I, and Objective codes are in Appendix Table II Example: Place 116 in blank following activity code if you are reporting on reading activity - 12 would probably be placed in blank following primary objectiv If you had substantial success in Grades 1-3 place an "x" in appropriate blank. If an activity was taught in both the regular and summer session place an "x" in both of the appropriate blanks. If otherwise, place "x" in blanks opposite regula or summer.

ACTIVITY CODE ___ ___ ___ (cc4-6)				
___ Regular (cc7) only ___ Summer (cc8) only ___ Both Reg. (cc9)& Summer	Primary Objective ___ ___ (cc10-11)			Card
	Progress Achieved			
Level	Substantial (cc12)	Some (cc13)	Little/No (cc14)	Code (cc78-80)
Pre-K./ Kdgtn.	___	___	___	0 1 B
Grades 1-3	___	___	___	0 2 B
4-6	___	___	___	0 3 B
7-9	___	___	___	0 4 B
10-12	___	___	___	0 5 B

ACTIVITY CODE ___ ___ ___ (cc4-6)				
___ Regular (cc7) only ___ Summer (cc8) only ___ Both Reg. (cc9)& Summer	Primary Objective ___ ___ (cc10-11)			Card
	Progress Achieved			
Level	Substantial (cc12)	Some (cc13)	Little/No (cc14)	Code (cc78-80)
Pre-K./ Kdgtn.	___	___	___	0 1 B
Grades 1-3	___	___	___	0 2 B
4-6	___	___	___	0 3 B
7-9	___	___	___	0 4 B
10-12	___	___	___	0 5 B

County or City Code ___ ___ ___ (cc1-3)

ACTIVITY CODE ___ ___ ___ (cc4-6)				
___ Regular (cc7) only ___ Summer (cc8) only ___ Both reg. (cc9)& Summer Level	Primary Objective___ ___ (cc10-11) Progress Achieved Substantial (cc12)	Some (cc13)	Little/No (cc14)	Card Code (cc78-80)
Pre-K./ Kdgtn.	___	___	___	0 1 B
Grades 1-3	___	___	___	0 2 B
4-6	___	___	___	0 3 B
7-9	___	___	___	0 4 B
10-12	___	___	___	0 5 B

ACTIVITY CODE ___ ___ ___ (cc4-6)				
___ Regular (cc7) only ___ Summer (cc8) only ___ Both reg. (cc9)& Summer Level	Primary Objective___ ___ (cc10-11) Progress Achieved Substantial (cc12)	Some (cc13)	Little/No (cc14)	Card Code (cc78-80)
Pre-K./ Kdgtn.	___	___	___	0 1 B
Grades 1-3	___	___	___	0 2 B
4-6	___	___	___	0 3 B
7-9	___	___	___	0 4 B
10-12	___	___	___	0 5 B

County or City Code ___ ___ ___ (cc1-3)

(Card C)

TABLE II

TEACHER AIDE QUALIFICATIONS

1. NUMBER EMPLOYED ___ (cc4-6)

2. NUMBER WITH:

Masters Degree ___ (cc7-9)

Bachelors Degree ___ (cc10-12)

College Training (non graduate) ___ (cc19-25)

High School Diploma ___ (cc16-18)

High School Training (non graduate) ___ (cc19-21)

Less Than High School Training ___ (cc22-24)

3. NUMBER WITH PRIOR TEACHING EXPERIENCE ___ (cc25-27)

4. AVERAGE NUMBER YEARS SERVED AS TEACHERS AIDE, CONSIDERING THE WHOLE GROUP

(cc28-29)

NOTE: Total of numbers listed in Question #2 should equal number listed in Question #1.

(Card Code C - cc80)

County or City Code Code ___ ___ ___ (cc1-3)

TABLE III

PLEASE INDICATE BELOW THE IN-SERVICE TRAINING PROVIDED TITLE I PERSONNEL LISTED BELOW, W/ TITLE I FUNDS									
Source:	No. of Organized Classes/ Groups Conducted (cc4-7)	Total No. of Hrs. Conduc. (cc8-11)	Total College Credit Hours Received (cc12-15)	No. of Teachers Attnd. (cc16-19)	No. of Other Prof. Educators Attnd. (cc20-23)	No. of Teacher Aides Attnd. (cc24-27)	No. of Volntrs. and Others Attnd. (cc28-31)	Cost (cc32-40)	Card Code (cc78-80)
1.Attended College	X	X	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 1 D
2.Classes Given Locally for College Credit	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 2 D
3.Corres. Courses for Col. Credit	X	X	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 3 D
4.Workshops	-,- - -	-,- - -		-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 4 D
5.Short Term Inst.or Equiv. Without Col. Credit	-,- - -	-,- - -		-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 5 D
6.Observation or Visit ToOtherSchool With Simi.Act.	-,- - -	-,- - -		-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 6 D
7.Spec.Tea. Aide Instruc. In Excess of 5 Hours	-,- - -	-,- - -		-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 7 D
8. Other (Describe)	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -	-,- - -,- - -.- -	0 8 D

NOTE: Workshops, Short term instruction, observation visits and teacher aide instruction should be reported only if as much as 5 hours of instruction was involved. If less than 5 hours is provided, include as other.

County or City Code ___ ___ ___ (cc1-3)

Please complete the form below to indicate instructional areas in which training was received, how obtained, number of teachers and professional educators receiving training and whether or not college credit was obtained. Do not consider any training of less than five hours per subject.

TABLE IV

SUBJECT AREAS (1) (cc4-6)	HOW OBTAINED (2) (cc7)	NO. TEACHERS or EDUCATORS (cc8-11)	COLLEGE CREDIT (3) (cc12)	CARD CODE (cc80)
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E
- - -	___	-,- - -	___	E

(1) Refer to Appendix Table I for instructional areas. List Code Only in this Column. Example: If training is in Mathematics, Code 121 will be used. If training is provided in subject areas not listed, please explain.

(2) Refer to Table IV on the previous page. Use codes corresponding to number of source in the first column (1 through 8). Example: If training was obtained in a locally conducted class for college credit, place a "2" in this column. If obtained in workshop, use a "4".

(3) Check if college credit was received.

NOTE: If instruction of five hours or more in one subject is provided by more than one source, use the next line, recording subject code again in second line code area and the additional source code in Column 2. Example: If Math training is provided or obtained by attending college and locally conducted classes, code 121 would be entered in the first column on the first and second lines. A "1" would be recorded in Column 2 on the first line and a "2" on the second line. Only one code per line.

County or City Code ___ ___ ___ (cc1-3)

TABLE V

Standardized Test Results, Title I 1969-70

Groups Taking Pre and Post Tests

Grade ____ (cc4-5)

Test Name Code 1/	Month & Year Test Given	Form	Instru. Area Code 2/	Number of Students 3/	Raw Score Mean 4/	Raw Score Standard Deviation 5/	No. Students Scoring National Norm 1-10 %tile	11-25 %tile	26-50 %tile	51-75 %tile	76-99 %tile	Mean Grade Equivalent 6/	Card Code
(cc6-7)				(cc8-12)			cc13-17	cc18-22	cc23-27	cc28-32	cc33-37		cc80
PRE-TEST Score Results													
1													F
2													F
3													F
4													F
POST TEST Score Results													
1													G
2													G
3													G
4													G

1/Use Code only, refer to Appendix Table III attached. Example: 02 would be recorded for Metropolitan Readiness Test.
2/Use Code only, refer to Appendix Table I attached. Example: 116 would be recorded for Reading.
3/Include only students within the group who continued through the project and were present to take both pre and post tests. The number who took the pre-test, on this chart, will be the same as the number who took the post test.
4/If not raw score, indicate type of score reported on each test.
5/To determine Standard Deviation use method explained in Guidance Handbook for Va. Schools, Vol. 47, No. 11, Pg. 112, omit if cannot be determined.
6/Complete this column, if possible.

INSTRUCTIONS: (1)If more than one test is reported per grade use separate lines. Use corresponding numbered lines under Pre and Post Test for each group tested.

(2)Report data on the most widely used tests. One test is adequate, in no case report more than three.

(3)Do not report data from any tests except Achievement Battery or Reading Tests. Reading tests data should be reported if available and any other test from the Achievement Battery considered significant.

(4)Submit a separate sheet for each grade level.

TABLE VI
ACCOMPLISHMENT OF OBJECTIVES

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGEMENT ABOUT YOUR RESULTS
List in this space all objectives established and included in your approved project	PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJ.				The following devices may be used to obtain data to be used in this column:
	Marked Improvement	Improvement	No Change	Negative Change	Standardized Tests Teacher Made Tests Questionnaires Observations Rating Scales Dropout Counts Case Studies Anecdotal Records Attendance Records Participation Records Records of Parent Involvement Check Lists Sociograms, etc.

County or City Code ___ ___ ___ (cc1-3)

TABLE VII

NUMBER PUPILS PARTICIPATING IN TITLE I PROJECT

Grade Level	Membership In Public Schools		Membership In Private Schools		Total		Card Code
	Regular Session	Summer Session	Regular Session	Summer Session	Regular Session	Summer Session	cc78-80
	(cc4-8)	(cc9-13)	(cc14-18)	(cc19-23)			0 1 H
Pre-K							0 2 H
K							0 3 H
1							0 4 H
2							0 5 H
3							0 6 H
4							0 7 H
5							0 8 H
6							0 9 H
7							1 0 H
8							1 1 H
9							1 2 H
10							1 3 H
11							1 4 H
12							1 5 H
Total							
*Unduplicated Count							

* This number should include all regular session Title I membership plus the number of students attending the summer session only. No student should be counted twice.

EXAMPLE: If 300 students participated in Title I activities during the regular session and 100 during the summer session, but 30 of the 100 attending the summer session also attended the regular session. Your unduplicated count would be 300 + 70 = 370

TABLE VIII

NUMBER PUPILS PARTICIPATING IN TITLE I AND
ESTIMATED COST BY ACTIVITY

ACTIVITY	REGULAR SESSION GRS.1-6 cc4-8	REGULAR SESSION 7-12 cc9-13	SUMMER SESSION GRS.1-6 cc14-18	SUMMER SESSION 7-12 cc19-23	TOTAL NO. OF PARTICIPANTS	*NO. FROM INSTITUTIONS cc24-28	** ESTIMATED COST OF ACTIVITY cc29-36	CARD CODE cc78-80
1. Art							$	0 1 I
2. Business Education							$	0 2 I
3. Cultural Enrichment							$	0 3 I
4. English Reading							$	0 4 I
5. English 2nd Language							$	0 5 I
6. English Speech							$	0 6 I
7. English Other							$	0 7 I
8. Foreign Language							$	0 8 I
9. Health/Phys. Ed./Recreation							$	0 9 I
10. Home Economics							$	1 0 I
11. Industrial Arts							$	1 1 I
12. Mathematics							$	1 2 I
13. Music							$	1 3 I
14. Natural Science							$	1 4 I
15. Social Science							$	1 5 I
16. Vocational Educational							$	1 6 I
17. Spel.Activities For Handicapped							$	1 7 I
18. Pre-Kindergarten & Kindergarten	***		***				$	1 8 I
19. Attendance							$	1 9 I
20. Clothing							$	2 0 I
21. Food							$	2 1 I
22. Guidance and Counseling							$	2 2 I
23. Health-Dental							$	2 3 I
24. Health-Medical							$	2 4 I
25. Library							$	2 5 I
26. Psychological							$	2 6 I
27. School Social Work							$	2 7 I
28. Speech Therapy							$	2 8 I
29. Transportation							$	2 9 I
30. Spel.Activities For Handicapped							$	3 0 I
31. Other Activities							$	3 1 I

NOTE: See instructions on reverse side.

County or City Code ___ ___ ___ (cc1-3)

(Card J)

TABLE IX

UNDUPLICATED COUNT OF HANDICAPPED CHILDREN BY MAJOR HANDICAP
WHO PARTICIPATED IN REGULAR AND SUMMER TITLE I PROGRAMS (Estimate)
Write Number In Appropriate Blank

Mentally Retarded	Hard Of Hearing	Deaf	Speech Impaired	Crippled	
(cc4-7)	(cc8-11)	(cc12-15)	(cc16-19)	(cc20-23)	

Visually Handicapped	Seriously Emotionally Disturbed	Other Health Impaired	Total
(cc24-27)	(cc28-31)	(cc32-35	

TABLE X

UNDUPLICATED COUNT OF CHILDREN BY RACE
WHO PARTICIPATED IN TITLE I PROJECTS

White	Negro	American Indian	Oriental	
(cc36-40)	(cc41-45)	(cc46-50)	(cc51-55)	

Puerto Rican	Mexican American	Other(specify)	*Total
(cc56-60)	(cc61-65)	(cc66-70)	

* Should equal unduplicated count on Table VIII

(Card Code J - cc80)

TABLE XI

STAFF PAID FROM TITLE I FUNDS

ACTIVITY ASSIGNMENT	NUMBER OF STAFF POSITIONS		Card Code
	Regular Session (cc4-7)	Summer Session (cc8-11)	cc78-
1. Teaching-Pre-Kindergarten			01K
2. Teaching-Kindergarten			02K
3. Teaching-Elementary(except Pre-K & K)			03K
4. Teaching-Secondary			04K
5. Teaching-Handicapped			05K
6. Teacher Aide			06K
7. Librarian			07K
8. Library Aide			08K
9. Supervision			09K
10. Direction and Management			10K
11. Counseling			11K
12. Psychologist			12K
13. Testing			13K
14. Social Work			14K
15. Attendance			15K
16. Nurse			16K
17. Physician			17K
18. Dentist			18K
19. Clerical			19K
20. Other Professional			20K
21. Other Non-Professional			21K
22. Total (sum of lines 1-21)			

County or City Code ___ ___ ___ (cc1-3)

(Card L)

TABLE XII

NUMBER OF VOLUNTEERS WHO HELPED IN THE TITLE I PROGRAM

Parents	Other Adults	Youth(18 and under)	Total
(cc4-7)	(cc8-11)	(cc12-15)	

(Card Code L - cc80)

TABLE XIII

NUMBER OF DROPOUTS FROM TITLE I SCHOOLS

Grade	More Than 1/3 Of Pupils Are Participating		All Other Schools With Title I Participants		
	Total Membership 1969-70	No. Of Dropouts 1969-70	Total Membership 1969-70	No. Of Dropouts 1969-70	Card Code
	(cc4-9)	(cc10-14)	(cc15-19)	(cc20-24)	cc78-80
12					01M
11					02M
10					03M
9					04M
8					05M

FISCAL SUMMARY OF TITLE I PROGRAM

(Card N)

1. Total Title I Allocation For 1969-70..... ___ (cc4-11)

2. Total Expenditures Including Unpaid Obligations For Title I Regular Session..... ___ (cc12-19)

3. Total Expenditures Including Unpaid Obligations For Title I Summer Session..... ___ (cc20-27)

4. Total Expenditures (2+3)..... ___ (cc28-35)

5. Total Title I Funds Not Used (1-4)..... ___ (cc36-43)

19 (Card Code N - cc80)

APPENDIX TABLE I

ACTIVITY CODES

INSTRUCTIONAL AREA:

CODE:	ACTIVITY:
109.....	Guidance
110.....	History
111.....	Art
112.....	Business Education/Office Occupation
113.....	Cultural Enrichment - General
114.....	English Language Arts
115.....	English as a Second Language
116.....	Reading
117.....	Foreign Language
118.....	Home Economics
119.....	Industrial Arts
120.....	Kindergarten
121.....	Mathematics
122.....	Music
123.....	Physical Education/Recreation
124.....	Pre-Kindergarten
125.....	Science
126.....	Social Studies/Social Sciences
127.....	General Elementary and Secondary Education
128.....	Speech Therapy
129.....	Special Education for the Handicapped (not including speech therapy)
130.....	Vocational (other than 112)
131.....	Work-Study
132.....	Reducation of Class Size/Additional Teaching Staff
133.....	Teacher Aides and Other Subprofessional help
134.....	Other, Describe _____

SERVICE AREA:

CODE:	ACTIVITY:
211.....	Food - Breakfast
212.....	Food - Lunch
213.....	Food - Other
214.....	Clothing
215.....	Waiver of Fees for Books, Supplies, and Materials
216.....	Health, Describe _____
217.....	Psychiatric Services
218.....	Psychological Services
219.....	School Social Work (including Home-School Visiting)
220.....	Attendance Services
221.....	Guidance and Counseling
222.....	Library Services
223.....	Curriculum Materials Center
224.....	Tutoring/After School Study Center
225.....	Transportation
226.....	Related Services for Parents
227.....	In-Service Training for Staff Personnel
228.....	Pre-Service Training for Staff Personnel
229.....	Other, Describe _____

APPENDIX TABLE II

OBJECTIVE CODES

CODE: ACHIEVEMENT:
11.....To improve performance as measured by standardized achievement tests
12.....To improve classroom performance in reading beyond usual expectations
13.....To improve classroom performance in other skill areas beyond usual expectations
14.....Other achievement objectives, Describe_____

_____

CODE: ABILITY:
21.....To improve performance as measured by standardized tests of intellectual ability
22.....To improve children's verbal functioning
23.....To improve children's non-verbal functioning
24.....Other objectives related to abilities, Describe_____

_____

CODE: ATTITUDES:
31.....To improve the children's self-image
32.....To change (in a positive direction) their attitudes toward school and education
33.....To raise their occupational and/or aspirational levels
34.....To increase their expectations of success in school
35.....Other objectives related to children's attitudes, Describe_____

_____

CODE: BEHAVIOR:
41.....To improve the children's daily attendance
42.....To improve the holding power of schools (to decrease the dropout rate)
43.....To reduce the rate and severity of disciplinary problems
44.....To improve and increase the children's attention span
45.....Other objectives related to children's behavior, Describe_____

_____

CODE: CONDITIONS RELATED TO LEARNING:
51.....To improve the physical health of the children
52.....To improve the nutritional health of the children
53.....To improve the children's emotional and social stability and/or that of their families
54.....To provide adequate clothing for the children
55.....Other objectives related to learning conditions, Describe_____

_____

APPENDIX TABLE III

CODES FOR TESTS, DEVICES, INSTRUMENTS

CODE:	TESTS, DEVICES:
01	.....Lee-Clark Readiness
02	.....Metropolitan Readiness
03	.....Iowa Test of Basic Skills
04	.....Stanford Achievement
05	.....California Achievement
06	.....Metropolitan Achievement
07	.....Wide Range Achievement Test
08	.....Monroe Reading
09	.....Durrell-Sullivan Reading Capacity
10	.....Durrell Analysis of Reading Difficulties
11	.....Botel Reading Inventory
12	.....SRA Achievement Series
13	.....Davis Reading Tests
14	.....Differential Aptitude Test Battery
15	.....Durost Work Mastery Test
16	.....Gates Basic Reading
17	.....Gates Primary Reading Tests
18	.....Gillmore Oral Reading Test
19	.....Gray Oral Reading Test
20	.....Iowa Silent Reading Test
21	.....Kelley-Greene Reading Comprehension
22	.....Kuhlman-Anderson Test
23	.....Kuhlman-Finch Scales
24	.....Nelson Reading Test
25	.....Peabody Vocabulary and Picture Test
26	.....California Test of Mental Maturity
27	.....Chicago Non-Verbal
28	.....Henman Nelson Test of Mental Ability
29	.....Lorge-Thorndike Test
30	.....Otil Quick Scoring Mental Ability Test
31	.....SRA Primary Mental Abilities
32	.....SRA Test of General Ability
33	.....Stanford Binet Intelligence Scale
34	.....Wechsler Intelligence Scale for Children
35	.....Pupil Self Rating Scale, Specify _____
36	.....Teacher Rating Scale, Specify _____
37	.....Parent Inventory, Specify _____
38	.....Self Concept Inventories, Specify _____
39	.....SRA High School Placement Test _____
40	.....SCAT
41	.....STEP
42	.....Scott Foresman Test
43	.....Sheldon Reading
44	.....Dorey Diagnostic
45	.....Development Reading Test by Lyons
46	.....Observation
47	.....Anecdotal Records
48	.....Other, Specify _____
	_____
	_____